

Articulation Coordinating Committee
February 27, 2013
1:00 p.m. - 3:00 p.m. EST
Agenda

Click on the following link and click "Join." Follow the instructions on your screen.
<https://suncom.webex.com/suncom/j.php?ED=171495252&UID=1328035987&RT=MIMxMQ%3D%3D>

Dial-in Number: 1-888-670-3525
Participant Passcode: 2485005088

Chairperson's Comments

Dr. Ed Massey

Action Items

- | | | |
|----|--|------------------|
| 1. | October 24, 2012 Meeting Minutes | Dr. Ed Massey |
| 2. | Common Prerequisite Updates | Abbey Cunningham |
| 3. | Nonpublic Articulation Agreements | Abbey Cunningham |
| 4. | Revisions to Articulation Rule (6A-10.024, F.A.C.) | Matthew Bouck |

Discussion Items

- | | | |
|----|---|---------------|
| 5. | 2013 Legislation | Matthew Bouck |
| 6. | General Education Project | Matthew Bouck |
| 7. | Performance on Common Placement Tests and High School Feedback Report | Matthew Bouck |
| 8. | Dual Enrollment Instructional Materials | Matthew Bouck |

The next ACC meeting is scheduled for May 22, 2013

Articulation Coordinating Committee

**Meeting Minutes
October 24, 2012**

Action Items	
Approval of April 18, 2012 Meeting Minutes	The meeting minutes were approved.
Common Prerequisites	<p>Ms. Lynda Page presented updates to the Common Prerequisite Manual for four programs:</p> <p style="padding-left: 40px;">Computational Science CIP 30.3001 General Studies CIP 24.0106 Hospitality Administration CIP 52.0901 Human Services CIP 44.0000</p> <p>The ACC discussed some current concerns regarding common prerequisites: (1) Some courses identified as common prerequisites have specific grade requirements to apply to a degree program, these should be identified in the manual; (2) in some programs (Accounting was cited as an example) students are required to complete an assessment prior to admission, so even if common prerequisite courses are completed there are still other program entrance requirements; and (3) with the reduction of general education to 30 hours, must be sure the program is well defined for articulation purposes. Look at “institutional requirements” or “graduation requirements.” These are courses that are required over the general education program.</p> <p>The four common prerequisite programs were approved.</p>
ACC Credit-by-Exam Equivalencies	<p>Ms. Amanda Register presented updates to the <i>ACC Credit-by-Exam Equivalencies List</i>.</p> <p>Advanced Placement Revised exam and discontinued exam Cambridge AICE One new exam and nine changes to course equivalencies International Baccalaureate Two new exams and one exam revision DSST One new exam Excelsior Seven new exams and updated scoring UExcel Three new exams</p> <p>The 2012 revisions to the equivalency list were approved and will be sent to the State Board of Education and Board of Governors.</p>
Discussion Items	
Presentation Given	Dr. Jan Ignash made a presentation similar to one given to the Board of

<p>to Commission on Florida Higher Education Access and Degree Attainment</p>	<p>Governors' Commission on Florida Higher Education Access and Degree Attainment on September 26, 2012.</p> <p>Bachelor's degree production goals are higher than the historical trend. This demands a review of degree needs—where should the system grow?</p> <p>Dr. Ignash presented methodologies used to determine baccalaureate degree supply and demand. Given workforce needs, are current policies sufficient to meet the demand?</p> <p>The next Commission meeting will examine Florida's economy.</p>
<p>General Education Project</p>	<p>Mr. Matthew Bouck presented an update to the general education project mandated by HB 7135. This mandates that faculty committees identify a maximum of five courses in each of the general education subject areas of communication, humanities, mathematics, natural science, and social science. This will make up a general education core within the total 30 hours. These changes will apply to students initially entering a Florida College System or State University System institution in 2014.</p> <p>The following day (October 25), faculty committees will be meeting at USF to begin the work of identifying the core course options. Each faculty committee is composed of six faculty members each from the FCS and SUS. Steering Committee members will chair the committees as non-voting members.</p> <p>The ACC discussed a consequence of these general education changes—a requirement to submit a substantive change document to SACS. It is important in this process that faculty are at the center of institutional approval of these changes.</p>
<p>Rule Revision: 6A-10.024, FAC</p>	<p>Mr. Matthew Bouck presented recommendations to revise the Articulation Rule. The revisions will come in two phases, technical changes and more substantive changes.</p> <p>There have been discussions about the appropriate vehicle for this rule, including: (1) a separate rule and regulation; (2) broken into several smaller rules, or (3) as a Memorandum of Understanding between the State Board of Education and Board of Governors. The ACC proposed moving forward with the technical changes while working on the more long-term substantive issues.</p>
<p>Nonpublic Articulation Agreements</p>	<p>Ms. Carrie Henderson presented information about nonpublic institution articulation agreements with the Florida College System. There are currently six agreements, with several other institutions expressing an interest in entering into an agreement. Two such agreements were presented for ACC comment: Ashford University and the Chamberlain College of Nursing.</p> <p>The ACC discussed factors to consider when approving agreements: establishing baseline information using data from the Integrated Postsecondary Education Data System (IPEDS), levels of student loans and debt, whether to require a student satisfaction survey; and student</p>

	<p>progression and performance after transfer.</p> <p>The process for negotiating these agreements and updated articulation agreements for these institutions will be brought to a future ACC meeting for action.</p>
AS-BS Articulation Agreement Review	<p>Mr. Matthew Bouck reviewed the existing AS-BS articulation agreements, noting that many of them are outdated, or apply to programs that do not exist. In addition, when looking at the numbers of students who utilize these agreements, their usage is low—except for Nursing. Mr. Bouck proposed the deletion of these agreements in favor of the more recently updated programs in the Common Prerequisite Manual.</p> <p>There was a concern about the transfer of general education coursework. Under the current agreements the general education component of the AS degree is guaranteed to transfer. Without these agreements these general education courses may be examined course-by-course.</p> <p>The ACC would like to have the Occupational Education Steering Committee (OESC) comment on the AS-BS Articulation Agreements prior to ACC action.</p>
Limited Access	<p>Ms. Lynda Page presented a plan to create a Limited Access Task Force to review issues relating to the identification of programs and articulation into such programs. There are issues relating to the identification of limited access programs, based on capacity or limited enrollment. It is important to examine SUS and FCS data to determine a common definition of limited access, to ensure equity between the FTIC and transfer student. A Limited Access Task Force made up of three members each from the SUS and FCS will examine these issues.</p> <p>Ms. Page reported that new questions were added to the SUS limited access program file that is submitted each year. These will assist in monitoring these programs, and include the semester that students are admitted, matriculation points for FTIC and AA, and the total anticipated capacity for the program.</p>
HB 347 – Military Training Credit	<p>Ms. Carrie Henderson and Ms. Lynda Page presented an update in progress toward rule and regulation adoption that enable eligible members of the US armed forces to earn academic credit for training acquired in the military. In addition, a data element regarding military credit will be added to the community college data system.</p>
Sector Updates	
Public Schools	<p>Ms. Mary Jane Tappen presented information about new NCAA initial eligibility requirements for Division I student-athletes who will enroll in August 2016 and later. These changes include a minimum core course GPA of 2.30, an increased GPA/assessment sliding scale standard, and a requirement that 10 core courses (of the total 16) be completed before the beginning of the senior year. Seven of the 10 core courses must be in English, math, and science.</p>
Florida College System	<p>Ms. Julie Alexander presented an update on the Florida College System.</p>

	<p>There have been over 1,000,000 P.E.R.T. administrations since 2010, with 250,000 on high school campuses in Spring, 2012. School districts and high schools have done a tremendous amount of work to make this happen.</p> <p>The average test scores between administrations at the college and high school are in the same range, with reading and writing higher at the college, math higher at the high school.</p> <p>There is about to begin a standard-setting process with faculty engagement. The anticipated timeline for this effort (if new scores are established) is late spring 2013, for a fall 2013 implementation at the college.</p> <p>The Department is building a database in the existing score repository for P.E.R.T. This will allow all institutions to receive P.E.R.T. scores—the process now is not standard for the high school and postsecondary institution. This repository should be ready in November 2012.</p> <p>There is great interest in Florida and nationally about developmental education. There is a developmental education summit on October 30 at St. Petersburg College. State and national leaders and faculty are invited. The summit will examine policies and practices to improve student success.</p> <p>The FCS and SUS received a \$495,000 “Credit When It’s Due” grant to increase degree attainment of Florida students through associate degrees awarded via reverse transfer. This will help to identify students who may qualify for an associate degree. This program fits with the overall college completion agenda.</p>
<p>State University System</p>	<p>Ms. Lynda Page presented an update on three regulations that are in process with the Board of Governors. They are:</p> <ul style="list-style-type: none"> • College credit for military training • Common placement testing • For FTIC students, the inclusion of level III career and technical education courses as electives for SUS admissions <p>Ms. Page also presented information about a newly instituted process to review courses added to the Bright Futures Comprehensive Course Table for application to SUS admissions.</p>

Articulation Coordinating Committee

February 27, 2013

Item #2

Subject: Updates to the Common Prerequisite Manual

For Approval

52.0203 Supply Chain Management

- Broward College proposes a new CIP for the BAS in Supply Chain Management.

FYI Additions

52.0299 Organizational Management

- Add Gulf Coast State College – BAS in Organizational Management
- Add Brevard Community College – BAS in Organizational Management

FYI Technical Change

Education Program CIPs

Edit “For Education Majors” note – remove the outdated reference to the Community College Counseling Manual and add reference to the Statewide Course Numbering System.

Presented by: Abbey Cunningham

Materials: Common Prerequisite page for new CIP 52.0203
Revised language for Education CIP programs

ACTION ITEM for Committee Approval – New CIP

Program: Supply Chain Management

CIP: 52.0203

Offered At: BC

Track: 1

Program Length 120 Cr. Hrs.

NEW 2/XX/13

LOWER LEVEL COURSES

Cr. Hrs.

None

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

Admission to Bachelor of Applied Science (B.A.S) degree programs usually requires an Associate in Science (A.S) or Associate in Applied Science (A.A.S) degree in a related area. If a student has earned an Associate in Arts (A.A.) degree, or an A.S. degree, an A.A.S. degree, or its equivalent in an unrelated area, the student may be admitted on a case-by-case basis with approval of the appropriate academic administrator. Some majors may have licensure or other types of requirements prior to admittance. Due to the variance in specialized B.A.S degree programs and concentrations, students are strongly encouraged to consult with an academic advisor at the B.A.S. degree-granting institution.

FYI Technical Change

Program:	<u>Elementary Teacher Education</u>	CIP:	<u>13.1202</u>
Offered At:	<u>CC, DSC, ESC, FAMU, FGCU, FSU*, NWFSC, UCF, UF*, USF, UWF</u>	Track:	<u>1</u>
	<u>FIU</u>	Program Length	<u>120 Cr. Hrs.</u>
	<u>FAU, SPC</u>		<u>120-125</u>
	<u>UNF</u>		<u>123</u>
			<u>126</u>

REVISED 10/22/08

LOWER LEVEL COURSES

		Cr. Hrs.	
	EDF 1005	3	Intro to Education
&	EDF 2085 (1)	3	
&	EME 2040	3	Education Technology

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

FOR EDUCATION MAJORS: General education courses will be determined by the college or university where the student currently is earning the Associate in Arts or baccalaureate degree, and will be published in the institution's existing catalog and ~~in the Community College Counseling Manual~~; delineated in the [Statewide Course Numbering System](#).

(1) In addition to EDX085, a minimum of 6sh with an international or diversity focus is required. Eligible courses will be determined by the community college or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.

* Limited Access.

Articulation Coordinating Committee

February 27, 2013

Item #3

Subject: Update on New Nonpublic Institution Articulation Agreements with the Florida College System

Update on process to develop new articulation agreements and approval of new agreements with Ashford University and Chamberlain College of Nursing

Presenter: Abbey Cunningham

Materials: Ashford University cover sheet, draft Ashford University Articulation Agreement, Chamberlain College of Nursing's cover sheet, draft Chamberlain College of Nursing Articulation Agreement, ACC comments, CIE comments

COUNCIL OF PRESIDENTS

Action Item

October 31, 2012

SUBJECT: New Nonpublic Articulation Agreements with the Florida College System

SUMMARY

In addition to the Independent Colleges and Universities of Florida (ICUF) articulation agreement, the Florida College System (FCS) currently has six nonpublic statewide articulation agreements. Several universities have contacted the Division of Florida Colleges (Division) about forming new agreements.

The process for forming new articulation, which was developed by the Division and the Office of Articulation, is:

- Step 1: Nonpublic institution works with Division staff to draft agreement
- Step 2: Division presents the draft agreement – along with a cover sheet of key data points – to the Articulation Coordinating Committee (ACC) and Commission for Independent Education (CIE) for comments
- Step 3: Draft agreement, cover sheet, ACC comments, and CIE comments are presented to COP for approval
- Step 4: Upon COP approval, Chancellor signs agreement

Ashford University's and Chamberlain College of Nursing's draft articulation agreements are included for the COP's vote.

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Supporting Documentation Included: Ashford University cover sheet, draft Ashford University Articulation Agreement, Chamberlain College of Nursing's cover sheet, draft Chamberlain College of Nursing Articulation Agreement, ACC comments, CIE comments

**Proposed Nonpublic Articulation Agreement with the Florida College System
Cover Sheet**

1. Name of Institution: Ashford University

2. Basic Information (from NCES College Navigator):

Website: www.ashford.edu

Type: 4-year, Private for-profit

Awards offered: Associate's degree
Bachelor's degree
Master's degree

Campus setting: Town: Distant

Campus housing: Yes

Student population: 74,596 (67,141 undergraduate)

Student-to-faculty ratio: 22 to 1

3. Location: 400 North Buff Blvd. Clinton, IA 52732.

4. Accreditation: Higher Learning Commission North Central Association.

5. Licensure in Florida, if applicable: N/A.

6. For which programs are you interested in creating articulation agreements? List all that apply.
Associate in Arts

7. Local articulation agreements with FCS institutions: Valencia College and Polk State College

8. IPEDS Data Points:

Enrollment, Fall 2011	Part Time	Full Time	Total
Total enrollment	8	74,311	74,319
Undergraduate	8	66,856	66,864
First-time Degree/Certificate Seeking	1	2,945	2,946
Graduate	0	7,455	7,455

**Proposed Nonpublic Articulation Agreement with the Florida College System
Cover Sheet**

Financial Aid, Fall 2011	Percentage Receiving Aid	Average Amount of Aid Received
Federal grant aid	78%	\$4,598
State/local grant aid	2%	\$1,206
Institutional grant aid	10%	\$14,282
Loan	87%	\$4,647

Cohort Default Rate	# Borrowers in Default	# Borrowers	Cohort Default Rate
FY 2009	1659	10791	15.30%

	90/10 Revenue percentage	Total Funding Received under Title IV of the HEA by Award Year, 2009 10	Total Funding Received under Title IV of the HEA by Award Year, 2010 11
90/10 Revenue Percentages from Financial Statements	85%	\$782,173,025	\$1,145,093,687

Retention, Fall 2010	Full time students
	36%

Graduation rate, 2010	
Men	38%
Women	35%
White, non-Hispanic	45%

ARTICULATION AGREEMENT BETWEEN
THE DIVISION OF FLORIDA COLLEGES
AND
ASHFORD UNIVERSITY

A Statement of Philosophy and Intent

The State of Florida, long a national leader in higher education, has given broad policy directions to the system of postsecondary education with regard to transfer and articulation between and among two- and four-year institutions. A statewide articulation agreement exists in Florida Statutes and Florida Administrative Code to establish an effective and orderly transfer process for students entering a Florida College System institution, completing an Associate in Arts degree, and transferring to a state university or another Florida College System institution. Florida Statutes also encourage collaboration between the public and independent sectors of postsecondary education.

Founded in 1918, Ashford University is a private university located in Clinton, Iowa. The University offers Associate's, Bachelor's, and Master's degrees through its campus in Clinton as well as online degree programs. Ashford is regionally accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools. Ashford University is devoted to maintaining its rich history and heritage; we are a supportive community that combines a traditional college in Clinton, Iowa, with effective and innovative online learning.

The purpose of this agreement is to set forth the uniform conditions regarding articulation between the Florida College System (FCS) and Ashford University (Ashford). It is intended to increase the options available to Associate in Arts (AA) graduates of the Florida College System who are seeking further educational opportunities. This agreement serves as an overarching statement of cooperation between the FCS and Ashford, thus benefiting FCS graduates in Ashford's Bachelor degree programs. However, it is not intended to supersede more specific college and program articulation agreements. This articulation agreement between the FCS and Ashford was established in 2013.

ARTICULATION AGREEMENT BETWEEN
THE DIVISION OF FLORIDA COLLEGES
AND
ASHFORD UNIVERSITY

This Articulation Agreement (Agreement) is entered into this _____ day of _____, _____, by and between the Division of Florida Colleges and Ashford University.

WHEREAS, the parties desire to promote the most efficient and effective use of their resources and to offer students the broadest possible range of educational opportunities, and

WHEREAS, the parties desire to encourage and facilitate the establishment of specific articulation provisions between Florida College System institutions and Ashford University, and

WHEREAS, the intent of this Agreement is to facilitate the transfer of Associate in Arts students from Florida College System institutions to Ashford University,

NOW, THEREFORE, the parties agree to cooperate in articulating programs in accordance with the terms set forth herein.

I. Ashford University shall recognize the Associate in Arts degree(s) as the transfer degree(s) from participating Florida College System institutions.

II. Ashford University shall publish an articulation manual that specifies the baccalaureate programs articulated with the Associate in Arts degree, including the course requirements and related prerequisite courses for each program. This articulation manual will be made available to students, faculty, and advisors through the Florida Virtual Campus website and the Ashford University transfer page. The manual will be reviewed and updated on an annual basis.

III. Ashford University shall develop course equivalency tables, specifically for program prerequisites and course requirements, insofar as it is reasonable and necessary to do so. Courses that are designated as equivalent in objectives, content, and credit hours must be treated as equivalent for participating Florida College System institutions.

IV. Ashford University shall annually provide data to the Division of Florida Colleges on the number of FCS graduates by academic term who enroll under the provisions of this agreement and graduate with the baccalaureate degree.

V. Ashford University and the Division of Florida Colleges shall agree to the following conditions:

A. College students who transfer with an Associate in Arts degree under the terms of this Agreement shall enter with junior standing, provided that transfer students meet the same standards and program requirements as native students. This includes admissions requirements (i.e., standard high school diploma, high school equivalency diploma, or other credential as authorized by Florida

Statutes), college placement testing, and prior successful completion of all college preparatory coursework as mandated by state-approved assessments and standards. Failure to demonstrate adherence to agreed-upon standards of individual student college readiness may abrogate guarantees for transfer of credit for specific students or termination of this agreement.

B. Florida College System students who transfer under the terms of this Agreement shall be considered as having completed the general education competencies and subject area requirements of Ashford University. Students will be required to take the Introductory Course requirements and the General Education Capstone as prescribed by their baccalaureate degree plan. However, Ashford University may specify additional courses that must be completed prior to the awarding of the baccalaureate degree. Courses not required to be taken at Ashford University may be completed at either institution.

C. A college student transferring under the terms of this Agreement shall be governed by the graduation requirements set forth in the Ashford University catalog in effect at the time of the student's initial enrollment at Ashford University.

D. Admission of a Florida College System student to Ashford University will depend on the number of spaces in each academic year and the continuation of the program. Program discontinuance will remove any obligation (beyond those protections afforded to native students) of Ashford University to comply with the provisions of the Articulation Agreement relative to the discontinued program.

E. For the students accepted for transfer, the grade of "D" will be treated the same as grades of "D" obtained by native students at Ashford University. Ashford University may require a grade point average (GPA) of not less than 2.0 overall or a grade of "C" or better in all prerequisite courses, provided the same policy is applied equitably for native and transfer students.

F. All college-level credit (1000 level or higher) awarded by participating Florida College System institutions will transfer to Ashford University, based on the established number of credits in the college program of study. This includes a minimum of 60 credits for the Associate in Arts. However, the student must meet the specific degree course requirements of Ashford University which may mean extending the number of credit hours to earn the degree, if the 60 hours transferred and applied do not include all of the degree prerequisites.

G. Credit awarded by a participating Florida College System institution as experiential credit and/or credit awarded by exam, such as College Level Examination Program (CLEP), International Baccalaureate (IB) Program, Advanced International Certificate of Education (AICE) Program, and Advanced Placement (AP), while acceptable to satisfy associate degree requirements, may or may not satisfy specific requirements of the baccalaureate degree.

H. Programmatically, the forgiveness policy for Ashford University shall prevail.

I. Authority over all academic policies or practices not mentioned in this Agreement shall remain with Ashford University.

VI. During the period of this Agreement, the Division of Florida Colleges shall:

A. Publicize the Articulation Agreement among the faculty, staff, and students in the Florida College System via the Florida Virtual Campus website as well as other appropriate Department of Education and Division of Florida Colleges publications, correspondence, and outreach activities.

B. Make available to faculty members, counselors, students, and other appropriate individuals within the Florida College System, the Ashford University admission requirements; preferred general education requirements; program prerequisite courses, other related requirements, and the course equivalency lists. This will be done via the Florida Virtual Campus website.

C. Accept the Participation Agreements submitted by participating Florida College System institutions.

VII. Both parties agree:

A. To cooperate on curricular and advising issues that will facilitate future student transfer.

B. To foster communication between Ashford University, the Division, and the Florida College System, the following individuals will serve as liaison officers for matters relating to this Agreement:

Division of Florida Colleges:	Ashford University:
Ms. Abbey Cunningham Coordinator of Baccalaureates and Common Prerequisites (850) 245-9492 or abbey.cunningham@fldoe.org	Mark Young Divisional Vice President of Academic Partnerships (800) 798-0584 ext. 3426 Mark.young@ashford.edu

Both parties agree to notify the other in writing of any changes in contact information for their respective liaison officers.

C. To provide for periodic review of the Agreement to evaluate articulation between the Florida College System and Ashford University. The review should be initiated by the Division and should take place once every three years, following initial implementation of the Agreement.

VIII. Participation Agreements.

A. Each Florida College System institution that elects to participate shall submit to the Division of Florida Colleges a Participation Agreement. The Participation Agreement shall be in effect until terminated.

B. Proposed modifications, additions, or deletions to a Participation Agreement must be in writing and signed by both parties.

C. Termination of a Participation Agreement must be submitted in writing to the Division of Florida Colleges prior to April 1 of each year. The termination of the agreement will be in effect

beginning with the following Fall term. Ashford University shall abide by the terms and conditions of the Articulation Agreement and the Participation Agreement for all students who were enrolled in a Florida College System institution on or before the effective date of termination, except with regard to terminated programs.

IX. Applicable Law. This Agreement will be governed and construed in accordance with the laws of the State of Florida and the rules of the State Board of Education.

X. Modifications. Any modifications, additions, or deletions to this Agreement must be in writing and signed by both parties. The designated representatives are the President of Ashford University and the Chancellor for the Division of Florida Colleges.

XI. Termination of the Articulation Agreement. Either party may terminate this Agreement by giving written notice to the other party. The notice shall state the effective date of termination which shall be at least one year after the date on which the notice is received by the other party. Any student enrolled in a Florida college during the time this Agreement is in effect shall continue to receive the benefits of the Agreement until the effective date, one year after notification, provided all conditions contained herein are met by the student.

This Articulation Agreement between Ashford University and the Division of Florida Colleges was accepted and approved by the participating entities this _____ day of _____, 2012.

By: _____
President, Ashford University

By: _____
Chancellor, Division of Florida Colleges

THIS AGREEMENT shall take effect on _____, and shall remain in effect until terminated by either party.

**Proposed Nonpublic Articulation Agreement with the Florida College System
Cover Sheet**

1. Name of Institution: Chamberlain College of Nursing

2. Basic Information (from NCES College Navigator):

Chamberlain College of Nursing-Missouri

Website: www.chamberlain.edu
Type: 4-year, Private for-profit
Awards offered: Bachelor's degree
Campus setting: City: Large
Campus housing: No
Student population: 7,952 (all undergraduate)
Student-to-faculty ratio: 31 to 1

3. Location: 11830 Westline Industrial Dr., Ste. 106, St. Louis, Missouri 63146-0000

4. Accreditation: North Central Association of Colleges and Schools, The Higher Learning Commission. The online Bachelor of Science in nursing degree program under this agreement is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791).

5. Licensure in Florida, if applicable: Florida Commission for Independent Education.

6. For which programs are you interested in creating articulation agreements? List all that apply. Associate in Science Degree in Nursing to baccalaureate degree in Nursing.

7. Local articulation agreements with FCS institutions: None.

8. IPEDS Data Points (by Chamberlain state locations where data were available):

Enrollment, Fall 2011	7,952
% of undergraduate students receiving Pell	23%
% of undergraduate students receiving federal state local institutional or other sources of grant aid	31%
# of undergraduate students receiving federal state local institutional or other sources of grant aid	2165
# of undergraduate students receiving Pell grants	1643
Average amount Pell grant aid received	\$2,846
# of undergraduate students receiving Federal student loans	5199
% of undergraduate students receiving Federal student loans	74%
Average amount of Federal student loan aid received	\$10,989
Total amount of Federal student loan aid received by undergraduate students	\$57,133,752

**Proposed Nonpublic Articulation Agreement with the Florida College System
Cover Sheet**

Cohort Default Rates	Overall: 3.3%
90/10 Revenue percentage	Overall: 71%
Total Funding Received under Title IV of the HEA by Award Year, 2009-10	Overall: \$91,540,988
Total Funding Received under Title IV of the HEA by Award Year, 2010-11	Overall: \$137,493,884
Graduation Rates (on time within the published length of the program)	68%

ARTICULATION AGREEMENT BETWEEN
THE DIVISION OF FLORIDA COLLEGES
AND
CHAMBERLAIN COLLEGE OF NURSING, LLC

A Statement of Philosophy and Intent

The State of Florida, long a national leader in higher education, has given broad policy directions to the system of postsecondary education with regard to transfer and articulation between and among two- and four-year institutions. A statewide articulation agreement exists in Florida Statutes and Florida Administrative Code to establish an effective and orderly transfer process for students entering a Florida college, completing an Associate in Arts degree, and transferring to a state university. Florida Statutes also encourage collaboration between the public and independent sectors of postsecondary education.

Chamberlain College of Nursing, LLC, is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools. The online Bachelor of Science in nursing degree program under this agreement is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791) and the National League for Nursing Accrediting Commission (NLNAC).

The purpose of this agreement is to set forth the uniform conditions regarding articulation between the Florida College System (FCS) and Chamberlain College of Nursing, LLC. It is intended to increase the options available to graduates holding an associate in science degree in nursing who are seeking a baccalaureate degree in nursing. This agreement serves as an overarching statement of cooperation between FCS and Chamberlain College of Nursing, LLC, thus benefiting FCS graduates in nursing degree programs. However, it is not intended to supersede more specific college and program articulation agreements as developed in geographic areas served by campuses of Chamberlain College of Nursing, LLC. This articulation agreement between FCS and Chamberlain College of Nursing, LLC, was established in 2012.

ARTICULATION AGREEMENT BETWEEN
THE DIVISION OF FLORIDA COLLEGES
AND
CHAMBERLAIN COLLEGE OF NURSING

This Articulation Agreement is entered into this ___ day of _____, 2012, by and between the Division of Florida Colleges and Chamberlain College of Nursing, LLC (“Chamberlain” or “Chamberlain College of Nursing”).

WHEREAS, the parties desire to promote the most efficient and effective use of their resources and to offer students the broadest possible range of educational opportunities, and

WHEREAS, the parties desire to encourage and facilitate the establishment of specific articulation provisions between Florida College System (FCS) institutions and Chamberlain College of Nursing, and

WHEREAS, the intent of this agreement is to facilitate the transfer of Associate in Science in nursing degree graduates from FCS institutions to Chamberlain College of Nursing,

NOW, THEREFORE, the parties agree to cooperate in articulating programs in accordance with the terms set forth herein.

I. Chamberlain College of Nursing shall agree to the following conditions:

A. FCS students who transfer with an Associate in Science in nursing degree under the terms of this Agreement shall enter with junior standing provided that transfer students shall meet the same standards and program requirements as native students, including verification of a current, active U.S. Registered Nurse (RN) license.

B. FCS students who transfer under the terms of this Agreement shall be considered as having completed the general education requirements of Chamberlain College of Nursing RN-BSN completion program. The Chamberlain RN-BSN degree completion program is a 129 semester credit hour baccalaureate degree program. Chamberlain College of Nursing requires that a minimum of 32 hours be completed at Chamberlain in order to graduate. However, Chamberlain College of Nursing may specify additional courses that must be completed prior to the awarding of the baccalaureate degree provided native and transfer students are treated equally. These courses may be completed at either institution.

C. A FCS student transferring under the terms of this Agreement shall be governed by the graduation requirements set forth in the Chamberlain College of Nursing catalog in effect at the time of the student’s initial enrollment in a FCS institution, provided the student maintains

continuous enrollment as defined by Chamberlain College of Nursing and receives an Associate in Science degree in nursing and transfers to Chamberlain College of Nursing within six years of initial enrollment in a FCS institution. Continuous enrollment as defined by Chamberlain College of Nursing is enrollment in at least one course that meets the degree requirements each semester, as offered by Chamberlain. The student will also have the option of graduating under the catalog in effect at the time of transfer. However, all students are subject to changes imposed by state law or rule as long as those changes are imposed on native students who began initial enrollment at the same time as the transfer students.

D. For the students accepted for transfer, the grade of “D” will be treated the same as grades of “D” obtained by native students at Chamberlain College of Nursing. Chamberlain College of Nursing requires a grade point average (GPA) of not less than 2.0 overall or a grade of “C” or better in all nursing courses, provided the same policy is applied equitably for native and transfer students.

E. Credit awarded by a Florida College System institution as experiential credit and/or credit awarded by exam, such as College Level Examination Program (CLEP), International Baccalaureate (IB) Program, Advanced International Certificate of Education (AICE) Program, and Advanced Placement (AP), are acceptable to satisfy Associate in Science in nursing degree requirements.

F. The grade forgiveness policy for the receiving institution shall prevail.

G. Authority over all academic policies or practices not mentioned in this agreement shall remain with Chamberlain College of Nursing.

II. Chamberlain College of Nursing shall recognize the associate in science degree(s) in nursing degree as the transfer degree from The Florida College System.

III. Chamberlain College of Nursing shall publish an Articulation Manual that specifies course requirements and related prerequisite courses for the Bachelor of Science in Nursing. This Articulation Manual will be made available to students, faculty, and advisors through the Florida Virtual Campus website and updated on an annual basis.

IV. Chamberlain College of Nursing shall treat courses that are designated as equivalent in objectives, content, and credit hours as equivalent for all FCS institutions.

V. Chamberlain College of Nursing shall annually provide data to the Division of Florida Colleges on the number of FCS graduates by academic term who enroll under the provisions of this agreement and graduate with the baccalaureate degree.

VI. During the period of this Agreement, the Division of Florida Colleges shall:

A. Publicize the Articulation Agreement among the faculty, staff, and students in The Florida College System via the Florida Virtual Campus website as well as other Department of Education and Division of Florida Colleges publications, correspondence, and outreach activities.

B. Make available to FCS faculty members, counselors, students, and other appropriate individuals within The Florida College System, the Chamberlain College of Nursing admission requirements; preferred general education requirements; program prerequisite courses, other related requirements, and the course equivalency lists. This will be done via the Florida Virtual Campus website.

VII. Both parties agree:

A. To cooperate on curricular and advising issues that will facilitate future student transfer.

B. To foster communication between Chamberlain College of Nursing, the Division, and Florida College System institutions. The following individuals will serve as liaison officers for matters relating to this agreement:

Division of Florida Colleges: Ms. Carrie Henderson Coordinator of Student Success (850) 245-95464 or carrie.henderson@fldoe.org	Chamberlain College of Nursing: Peggy Guillory, MAED Healthcare Development Specialist (940) 251-8135 or pguillory@chamberlain.edu Melissa Seiler College Registrar (630) 512-8870 or mseiler@chamberlain.edu
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Both parties agree to notify the other of any changes in contact information for their respective liaison officers.

C. To provide for periodic review of the Agreement to strengthen articulation between The Florida College System and Chamberlain College of Nursing. The review should be initiated by the Division of Florida Colleges.

VIII. Applicable Law. This Agreement will be governed and construed in accordance with the laws of the State of Florida and the rules of the State Board of Education.

IX. Modifications. Any modifications, additions, or deletions to this Agreement must be in writing and signed by both parties. The designated representatives are the President of Chamberlain College of Nursing or his/her designees and the Chancellor for the Division of Florida Colleges.

X. Termination of the Articulation Agreement. Either party may terminate this Agreement by giving written notice to the other party. The notice shall state the effective date of termination which shall be at least one year after the date on which the notice is received by the other party. Any student enrolled during the time this Agreement is in effect shall continue to receive the benefits of the Agreement, provided the student maintains continuous enrollment and all conditions contained herein are met by the student.

This Articulation Agreement between Chamberlain College of Nursing and the Division of Florida Colleges was accepted and approved by:

President, Chamberlain College of Nursing, LLC _____
Chancellor, Division of Florida Colleges

THIS AGREEMENT shall take effect on _____, and shall remain in effect until termination.

DRAFT

**Articulation Coordinating Committee's Comments
Nonpublic Articulation Agreements**

October 24, 2012

General Questions

- **Does the agreement mean the receiving institutions can use the Florida College System for marketing purposes?**

Yes. In many cases, receiving institutions will contact the Division of Florida Colleges about marketing materials and the use of the logo. Additionally, the articulation agreements include a section that outlines how the FCS will market these agreements. Language below.

VI. During the period of this Agreement, the Division of Florida Colleges shall:

A. Publicize the Articulation Agreement among the faculty, staff, and students in the Florida College System via the Florida Virtual Campus website as well as other appropriate Department of Education and Division of Florida Colleges publications, correspondence, and outreach activities.

B. Make available to faculty members, counselors, students, and other appropriate individuals within The Florida College System, the (receiving institution's) admission requirements; preferred general education requirements; program prerequisite courses, other related requirements, and the course equivalency lists. This will be done via the Florida Virtual Campus website.

- **Are there standard criteria for evaluating agreements?**

No. However, the inclusion of key data points in the cover sheet is designed to provide interested parties with information relevant to making decisions. The Division would be interested in exploring standardized criteria, including – per a member's suggestion – the inclusion of cost per credit hour. The data were collecting using the Integrated Postsecondary Education Data System (IPEDS). Members suggested asking the receiving institutions to report data on metrics that may not be included in IPEDS.

- **How do we know how FCS students do once they transfer to the receiving institutions? The articulation agreements require that receiving institution provide data. Language below.**

IV. (Receiving institution) shall annually provide data to the Division of Florida Colleges on the number of FCS graduates by academic term who enroll under the provisions of this agreement and graduate with the baccalaureate degree.

- **Does the articulation agreement have a time limit?**

No. The articulation agreement does have language regarding its termination. Language below.

X. Termination of the Articulation Agreement. Either party may terminate this Agreement by giving written notice to the other party. The notice shall state the effective date of termination which shall be at least one year after the date on which the notice is received by the other party. Any student enrolled in a Florida college during the time this Agreement is in effect shall continue to receive the benefits of the Agreement until the effective date, one year after notification, provided all conditions contained herein are met by the student.

Questions about Ashford University

- **Were the graduation rates by ethnic category available?**

No. However, the IPEDS data that were available are listed in the table below.

Graduation rate, 2010	
Men	38%
Women	35%
White, non-Hispanic	45%

- **Do we have data on student loan burden?**

No. However, we do know the average amount of loan received in fall 2011 was \$4,647. This data point can serve as a proxy for loan burden.

Financial Aid, Fall 2011	Percentage Receiving Aid	Average Amount of Aid Received
Federal grant aid	78%	\$4,598
State/local grant aid	2%	\$1,206
Institutional grant aid	10%	\$14,282
Loan	87%	\$4,647

Questions about Chamberlain College of Nursing

- **Do we have data on graduation rate and student success rate?**

The data were not available at the time they were pulled. However, a representative from Chamberlain was present, and she indicated their overall graduation rate (including graduate students) is 67%.

**Commission for Independent Education's Comments
Nonpublic Articulation Agreements**

Ashford University

- No comments.

Chamberlain College of Nursing

- No comments.

Institution Name	Total price for in-state students living on campus 2011-12	Total price for out-of-state students living on campus 2011-12	Total price for in-state students living off campus (not with family) 2011-12	Total price for in-district students living off campus (not with family) 2011-12	Average net price-students receiving grant or scholarship aid 2010-11	Average net price (income 0-30 000)-students receiving Title IV Federal financial aid 2010-11	Average net price (income 30 001-48 000)-students receiving Title IV Federal financial aid 2010-11	Average net price (income 48 001-75 000)-students receiving Title IV Federal financial aid 2010-11	Average net price (income 75 001-110 000)-students receiving Title IV Federal financial aid 2010-11	Average net price (income over 110 000)-students receiving Title IV Federal financial aid 2010-11	Percent admitted - total	Percent admitted - men	Percent admitted - women
Ashford University	\$23,970	\$23,970			\$17,292	\$18,539	\$18,592	\$15,502	\$12,826	\$12,125	90	90	90
DeVry University-Florida			\$32,554	\$32,554	\$23,906	\$23,337	\$24,011	\$25,853	\$27,823	\$28,396	82	83	81
Strayer University-Florida			\$31,374	\$31,374	\$28,310	\$26,829							
Strayer University-Global Region			\$31,374	\$31,374	\$29,273	\$28,750	\$28,022						
Western Governors University			\$17,670	\$17,670	\$15,521	\$15,333	\$16,181	\$17,543	\$19,526	\$19,606			
Chamberlain College of Nursing-Missouri			\$32,783	\$32,783	\$22,769	\$23,001	\$22,816	\$28,341	\$28,341	\$28,341	89	100	88
Fordham University	\$58,732	\$58,732	\$58,703	\$58,703	\$33,679	\$23,593	\$25,955	\$29,632	\$33,158	\$38,007	42	44	41
Keiser University-Ft Lauderdale			\$29,336	\$29,336	\$21,421	\$21,345	\$22,154	\$24,059	\$25,641	\$25,613	89	89	89
Le Moyne College	\$42,000	\$42,000			\$23,174	\$14,628	\$18,428	\$22,772	\$23,753	\$24,224	62	66	59
Marquette University	\$44,922	\$44,922			\$28,746	\$16,728	\$20,230	\$25,335	\$28,578	\$31,546	57	58	56
Strayer University-Florida			\$31,374	\$31,374	\$28,310	\$26,829							
Strayer University-Global Region			\$31,374	\$31,374	\$29,273	\$28,750	\$28,022						
Western Governors University			\$17,670	\$17,670	\$15,521	\$15,333	\$16,181	\$17,543	\$19,526	\$19,606			

Sources: IPEDS, USDOE Office of Default Prevention & Management

Institution Name	Adult age (25-64) enrollment all students	Percent of total enrollment that are women	Percent of total enrollment that are Nonresident Alien	Percent of total enrollment that are White	Percent of total enrollment that are Race/ethnicity unknown	Percent of total enrollment that are Hispanic/Latino	Percent of total enrollment that are Black or African American (DRVEF2011)	Percent of total enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2011)	Percent of total enrollment that are Asian (DRVEF2011)	Percent of total enrollment that are Asian/ Native Hawaiian/ Pacific Islander (DRVEF2011)	Percent of total enrollment that are American Indian or Alaska Native (DRVEF2011)
Ashford University	65536	72	0	49	2	9	35	1	1	2	1
DeVry University-Florida	2621	39	4	30	12	28	24	0	2	2	0
Strayer University-Florida	3314	59	1	22	14	13	39	0	1	1	0
Strayer University-Global Region	3376	71	0	32	12	3	46	0	1	2	1
Western Governors University	23252	60	1	70	8	6	10	0	3	3	1
Chamberlain College of Nursing-Missouri	7342	93	1	59	15	4	16	1	3	4	0
Fordham University	5374	56	7	57	8	12	7	0	7	7	0
Keiser University-Ft Lauderdale	11051	69	1	43	2	27	23	0	2	2	0
Le Moyne College	750	62	0	80	7	4	5	0	2	2	1
Marquette University	2535	51	5	75	5	6	4	0	4	4	0
Strayer University-Florida	3314	59	1	22	14	13	39	0	1	1	0
Strayer University-Global Region	3376	71	0	32	12	3	46	0	1	2	1
Western Governors University	23252	60	1	70	8	6	10	0	3	3	1

Institution Name	Total enrollment (DRVEF2011)	Full-time retention rate 2011 (EF2011D)	Part-time retention rate 2011 (EF2011D)	Graduation rate total cohort (DRVGR2011)	2009 Number borrowers in default	2009 Number borrowers in default	2009 cohort default rate	90/10 Revenue Percentage
Ashford University	74596	42		22	2,142	10,790	19.8	85.03
DeVry University-Florida	3693	57	38	36	6,394	26,427	24.1	81.49
Strayer University-Florida	3760	64	35					
Strayer University-Global Region	3807	18	19	5	1,729	12,428	13.9	77.62
Western Governors University	30970	81		18	270	3,334	8	n/a
Chamberlain College of Nursing-Missouri	7952	69	84	75	78	979	7.9	71.13
Fordham University	15189	88	59	78	135	2,932	4.6	n/a
Keiser University-Ft Lauderdale	17042	84	35	57	1,118	5,567	20	77.30
Le Moyne College	3533	83	0	72	44	802	5.4	n/a
Marquette University	12002	90	57	81	36	1,814	1.9	n/a
Strayer University-Florida	3760	64	35					
Strayer University-Global Region	3807	18	19	5	1,729	12,428	13.9	77.62
Western Governors University	30970	81		18	270	3,334	8	n/a

Articulation Coordinating Committee

February 27, 2013

Item #4

**Subject: Update to 6A-10.024 Articulation Between and Among Universities,
Community Colleges, and School Districts.**

Rule 6A-10.024, F.A.C., was first adopted in 1975 and has been amended over time to strengthen 2+2 policies and improve student transitions in Florida. Most recently, as a result of a constitutional change in education governance structure, the State Board of Education and the Board of Governors adopted a parallel rule/resolution intended to preserve the basic foundations upon which the 2+2 system is based.

The rule has not been updated since 2005.

Presented by: Matthew Bouck

Materials: Proposed revisions to rule 6A-10.024, F.A.C.

6A-10.024 Articulation Between and Among Universities, ~~Community-Florida~~ Colleges, and School Districts.

~~It is the intent of the State Board of Education in rule and the Board of Governors in regulation to facilitate articulation and seamless integration of the education system. The authority to adopt and amend the regulation aligns with the Constitutional power given to the Board of Governors for the state university system, and the statutory authority given the State Board of Education for the district school boards, the Florida College System, and the Department of Education.~~

~~It is the intent of the Board of Governors and the State Board of Education to facilitate articulation and seamless integration of the education system by agreeing to the provisions of this rule. The authority to adopt and amend this rule aligns with the Constitutional power given the Board of Governors for the state university system and the statutory authority given the State Board of Education for the district school boards, the community college system, and the Department of Education.~~

(1) Each state university board of trustees, ~~community-Florida college-College System~~ board of trustees, and district school board shall plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit. ~~State universities, community colleges, and school districts shall exchange ideas in the development and improvement of general education, and in the development and implementation of student acceleration mechanisms. They shall establish joint programs and agreements to facilitate articulation, acceleration, and efficient use of faculty, equipment, and facilities.~~

~~(2) Articulation Coordinating Committee. The Commissioner shall establish an Articulation Coordinating Committee which shall report to the Commissioner and consist of eighteen (18) members. The committee shall have four (4) standing members from the Department of Education to represent the state university system, the community college system, public workforce education, and the public pre K-12 schools. Fourteen (14) are appointed by the Commissioner for two year terms: three (3) members representing the state university system; three (3) members representing the state community college system; one (1) member representing career education; three (3) members representing public schools; two (2) members representing nonpublic postsecondary institutions; one (1) member representing nonpublic secondary education; and one (1) member representing students. The Commissioner will appoint a chair from the membership. Ten members of the committee shall constitute a quorum. No business may be transacted at any meeting unless a quorum is present. The Committee shall:~~

~~(a) Function as the statewide pre-kindergarten through university advisory committee and accept continuous responsibility for community college-university-school district relationships.~~

~~(b) Develop suggested guidelines for interinstitutional agreements between and among public schools, community colleges, and universities to facilitate interaction, articulation, acceleration, and the efficient use of faculty, equipment, and facilities.~~

~~(c) Establish groups of university-community college-school district representatives to facilitate articulation in subject areas.~~

~~(d) Conduct a continuing review of the provisions of this rule and make recommendations to the State Board of Education and the Board of Governors for revisions.~~

~~(e) Review instances of student transfer and admissions difficulties among universities, community colleges, and public schools. Decisions shall be advisory to the institutions concerned.~~

~~(f) Examine statewide data regarding articulation, recommend resolutions of issues, and propose policies and procedures to improve articulation systemwide.~~

~~(g) Recommend the priority to be given research conducted cooperatively by the Department of Education with individual institutions. Such research shall be encouraged and conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Research findings shall be used to evaluate current policies, programs, and procedures.~~

~~(h) Review and make recommendations to institutions for experimental programs which vary from official transfer policy.~~

~~(i) Collect and disseminate information on successful cooperative programs between and among educational institutions.~~

~~(j) Establish and maintain a standard format to record the performance and credits of postsecondary students. Each such transcript shall include all courses in which a student enrolls each term, the status in each course at the end of each term, all grades and credits awarded, College Level Academic Skills Test scores, and a statement explaining the grading policy of the institution. The Articulation Coordinating Committee shall collaborate with the Division of Public Schools in the development of a standard format on which district school systems shall record the performance and credits of students.~~

~~(k) Document, maintain and publish a current listing of limited access, capstone, and career ladder degree programs.~~

~~(l) Document, maintain, and publish the statewide associate-in-science-to-bachelor-of-arts/bachelor-of-science articulation agreements between the community colleges and the state universities. The agreements must be consistent with the policies of the Board of Governors and the State Board of Education and shall be reviewed by the Department of Education.~~

~~(m) Document, maintain, and publish statewide applied technology diploma to associate in applied science/associate in science degree articulation agreements between the career education centers and the community colleges.~~

~~(n) Maintain and review annually the accelerated articulation mechanism examinations, minimum scores guaranteed for transfer, maximum credits guaranteed to transfer, and recommended course equivalencies.~~

~~(o) Perform such other duties as may be assigned in law or by the Commissioner.~~

(3) General education.

(a) Each ~~public postsecondary~~state university and Florida College System institution shall establish a general education ~~core~~ curriculum, which shall require thirty-six (36) semester hours of communication, mathematics, social sciences, humanities, and natural sciences for students working toward an associate in arts or baccalaureate degree.

(b) After a state university or Florida community college-College System institution has published its general education ~~core~~ curriculum, the integrity of that curriculum shall be recognized by the other public postsecondary institutions. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education ~~core~~ curriculum, regardless of whether the associate in arts degree is conferred, no other public postsecondary institution to which he or she may transfer shall require any further such general education courses.

(c) If a student does not complete ~~a-the~~ general education ~~core~~ curriculum prior to transfer, the general education requirement becomes the responsibility of the new institution, consistent with Section (s.) 1007.24, Florida Statutes (F.S.):

(4) Associate in Arts (A.A.) Degree. ~~The associate in arts degree is the basic transfer degree of the community colleges. It is the primary basis for admission of transfer students from community colleges to upper division study in a state university.~~ Every associate in arts graduate of a Florida ~~community college-College System institution~~ shall be granted admission to ~~an-the~~ upper division program consistent with Section s. 1007.23, F.S. Admission to the student's preferred public postsecondary institution or program is not guaranteed. The associate in arts degree is defined in Rule 6A-14.030, F.A.C., and for purposes of this agreement shall include:~~The associate in arts degree shall be awarded upon:~~

(a) Completion of sixty (60) semester hours of college credit courses in an established program of study, ~~exclusive of courses not accepted in the state university system, and including that includes~~ a general education ~~core~~ curriculum of thirty-six (36) semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences with the remaining twenty-four (24) semester hours consisting of appropriate common program prerequisite courses and electives. The 60 semester hours that comprise a completed Associate in Arts degree shall be accepted in total upon transfer to an upper division program at another public postsecondary institution.

(b) Achievement of a cumulative grade point average of at least 2.0, ~~in all courses attempted, and in all courses taken at the institution awarding the degree,~~ provided that only the final grade received in courses repeated by the student shall be used in computing the average. The grade of "D" shall transfer and count toward the associate and baccalaureate degrees in the same way as "D" grades obtained by native students in the receiving ~~state university or receiving community college~~public postsecondary institution. Whether courses with "D" grades in the major satisfy requirements in the major field may be decided by the receiving ~~university or receiving community college~~public postsecondary institution. ~~The 60 hours that comprise a completed Associate in Arts degree shall be accepted in total upon transfer to an upper division program at another public postsecondary institution.~~

~~(c) Completion of the requirements for English and mathematics courses adopted by the State Board of Education in Rule 6A-10.030, F.A.C., and the Board of Governors; and~~

~~(d) Achievement of the minimum standards for college level communication and computation skills adopted by the State Board of Education in Rule 6A-10.0312, F.A.C., and the Board of Governors.~~

~~(5) Beginning in the 2013-2014 academic year and thereafter, each student in an associate in arts program at a Florida College System institution must indicate a baccalaureate degree program at an institution of interest by the time the student earns 30 semester hours. The Florida College System institution in which the student is enrolled must inform the student of program prerequisites at the public postsecondary institution offering the baccalaureate degree of interest.~~

(5) Associate in Science (A.S.) Degree. ~~The associate in science degree is the career education degree of the community colleges. It is a two-year degree intended to prepare students for the workforce.~~

~~(a) The associate in science degree is defined in Rule 6A-14.030, F.A.C., and for purposes of this agreement~~The associate in science degree shall be awarded upon~~include:~~

~~1(a).~~ Completion of the minimum number of semester hours of college credit courses in an established program of study as required in subsection 6A-14.030(23), F.A.C.

~~2.(b)~~ Completion of a minimum of fifteen semester hours in the general education ~~core curriculum in the~~ subject areas of communication, mathematics, social sciences, humanities, and natural sciences ~~which that~~ meet the Southern Association of College and Schools Commission on Colleges criteria. English and math~~ematics~~ courses must meet the requirements adopted by the State Board of Education in Rule 6A-10.030, F.A.C., and the Board of Governors Regulation 6.017. No physical education credit will be included in the general education block of credit. ~~3. General education courses not taught in accordance with the Southern Association of Colleges and Schools Commission on Colleges criteria for programs designed for college transfer shall not be included in the associate in science degree.~~

(bc) Appropriate courses within associate in science degree programs will articulate to baccalaureate degree programs.

~~1. Achievement of the minimum standards adopted by the State Board of Education in Rule 6A-10.0312, F.A.C., and the Board of Governors, will be required by the time the student earns 36 semester hours at the senior institution in upper division work.~~

2. Completion of common prerequisites will be required for the baccalaureate degree or as otherwise outlined in program-specific statewide agreements.

3. Courses taken as part of the associate in science degree to meet the general education requirements will transfer and apply toward the 36 credit hours required for the baccalaureate degree. No additional general education credit hours can be required except to complete the total 36 general education hours.

~~2(7). The statewide associate in science to baccalaureate degree program articulation agreements between public postsecondary institutions shall be documented and maintained by the Articulation Coordinating Committee. The Department of Education, in consultation with institutions, shall review periodically, as necessary, but no more than once a year, the provisions of the state articulation agreements and the prescribed curricula to ensure the continued effectiveness of the articulation between the A.S. and B.A./B.S. programs. Any recommendations for revisions to the state articulation agreements will be forwarded to the Articulation Coordinating Committee for review. The revisions may be approved after the Board of Governors and the State Board of Education make independent determinations that the recommended revisions are consistent with board policies.~~

(ea) Capstone Degree Articulation Agreement. A capstone agreement that is entered into by a specific public or private postsecondary institution provides for the acceptance of a specific associate in science degree from any Florida ~~community college~~ and applies it as a block of credit toward a specified baccalaureate degree. The quality and content of the associate in science degree is respected as the technical component of the baccalaureate degree and the remainder of the program is designed to complete general education requirements and provide management skills to assist in job progression. Every associate in science degree graduate of a Florida ~~community college~~ College System institution program that articulates with a capstone degree program in a specific Florida public or private postsecondary institution shall be guaranteed admission to that program except for limited access programs and those requiring specific grades on particular courses for admission. All associate in science degree graduates who articulate under the capstone agreement shall be treated equally, regardless of the ~~community colleges~~ Florida College System institution from which they receive their degrees. The general education component of the associate in science degree shall be accepted in total as a portion of the general education requirement upon transfer to the capstone program in a specific Florida public or private postsecondary institution.

(eb) Career Ladder Degree Articulation Agreement. The Career Ladder agreement integrates specific associate in science degree programs with identified baccalaureate degree programs statewide. Each associate in science degree program must meet specific requirements as prescribed in the agreement and public postsecondary institutions are required to honor the transfer of credit toward the specified baccalaureate degree. Graduates of a Florida ~~community college~~ College System institution associate in science degree program with an agreement that is documented and maintained by the Articulation Coordinating Committee shall be granted admission to a public postsecondary institution in the program designated to articulate with their degree, except for limited access programs and those requiring specific grades on particular courses for admission. Admission to the student's preferred public postsecondary institution is not guaranteed. Each State University System institution shall develop admissions criteria to ensure that associate in science degree students are evaluated on an equal basis with associate in arts degree graduates and native university students for admission into Career Ladder programs designated as limited access and those requiring specific grades on particular courses for admission.

~~1. The associate in science degree shall be awarded based on all of the requirements contained in paragraph (5)(a) of this rule and in accordance with the articulation agreement provisions maintained by the Articulation Coordinating Committee.~~

~~2. The statewide associate in science to baccalaureate degree program articulation agreements between public postsecondary institutions shall be documented and maintained by the Articulation Coordinating Committee. The Department of Education, in~~

~~consultation with institutions, shall review periodically, as necessary, but no more than once a year, the provisions of the state articulation agreements and the prescribed curricula to ensure the continued effectiveness of the articulation between the A.S. and B.A./B.S. programs. Any recommendations for revisions to the state articulation agreements will be forwarded to the Articulation Coordinating Committee for review. The revisions may be approved after the Board of Governors and the State Board of Education make independent determinations that the recommended revisions are consistent with board policies.~~

(68) Applied Technology Diploma (A.T.D.). The A.T.D. consists of a course of study that is part of an associate in science (A.S.) or an associate in applied science degree (A.A.S.), is less than sixty (60) credit hours, is approximately fifty (50) percent of the technical component (non-general education), and leads to employment in a specific occupation. An ~~applied technology diploma~~A.T.D. program may consist of either ~~technical credit~~clock hours or college credit.

(a) Students must have a high school diploma, a high school equivalency diploma, or a certificate of completion pursuant to Section 1003.433(2)(b), F.S.; or in the case of a student who is home educated, a signed affidavit submitted by the student's parent or legal guardian attesting that the student has completed a home education program pursuant to the requirements of Section 1002.41, F.S., to be admitted to an applied technology diploma program. Within six (6) weeks of entry, students in applied technology diploma programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C., and, if below minimum standards for completion from the program as defined in the program standards document adopted in Rule 6A-6.0571, F.A.C., must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of any basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the Applied Technology Diploma.

(b) ~~Community colleges~~Florida College System institutions may offer either college credit or clock hours ~~or career credit~~ toward the applied technology diploma. Career centers may offer only ~~career credits~~ clock hours.

(c) All faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program area as defined by the Southern Association of Colleges and Schools.

(d) The information related to the guaranteed transfer of credit between an applied technology diploma program and associate in science or an associate in applied science degree must be documented and maintained by the Articulation Coordinating Committee. The documentation shall include the following:

1. The total number of clock or credit hours within the program.
2. The associate in science or associate in applied science degree into which the applied technology diploma is guaranteed to transfer.
3. The number of college credit hours guaranteed to transfer.
4. An effective date.

(e) The transfer of the applied technology diploma to an associate in science or associate in applied science degree is guaranteed for a period of three (3) years following the date of the award of the applied technology diploma.

(f) Applied technology diploma students entering an associate degree program shall meet the admissions standards stipulated in Section 1007.263, F.S.. Additional admissions requirements for limited access programs may be established by the ~~community~~ Florida college College System institution boards of trustees.

(79) Credit by examination.

(a) General Provisions.

~~1. For examination programs listed in paragraphs (b) through (h), examination specifications and content information shall be submitted to the Statewide Course Numbering System for course equivalency recommendations.~~

~~21. For examination programs listed in section 1007.27, FS, a~~ list of examinations, minimum scores for guaranteed transfer credit, maximum credits guaranteed to transfer, and recommended course equivalents shall be maintained by the Articulation Coordinating Committee and reviewed annually as the publication 2012 Articulation Coordinating Committee Credit-by-Exam Equivalencies available at <http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf> which is hereby incorporated herein by reference.

~~32.~~ Transfer of credit by examination is guaranteed for up to forty-five (45) credits, provided that credit was awarded in accordance with the Articulation Coordinating Committee's recommended minimum scores and course equivalents.

~~43.~~ Transfer of examination credit over forty-five (45) credits is at the discretion of the receiving institution.

~~54.~~ Credit by examination may not duplicate credit previously earned through postsecondary courses or through examination.

~~65.~~ No grades or grade points shall be assigned for credit by examination.

~~7. Institutions may award credit for examinations that are not listed in this rule or that do not have recommended course~~

~~equivalents, minimum scores, and maximum credits. Acceptance of transfer credit so awarded is at the discretion of the receiving institution.~~
6. For all Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), and College-Level Examination Program (CLEP) examinations, credit must be awarded at a minimum in accordance with the credit-by-examinations equivalencies determined by the Articulation Coordinating Committee, pursuant to s. 1007.27, F.S. Any credit awarded for examinations completed prior to the initial adoption of the ACC credit-by-examination equivalencies shall be determined by the postsecondary institution.

7. All credit-by-examination that is initially awarded based on ACC recommended minimum scores and maximum amount of credit is guaranteed to transfer and must be accepted by all public postsecondary institutions.

8. Institutions may award credit for examinations that are not listed in this rule or that do not have recommended course equivalents, minimum scores, and maximum credits. Acceptance of transfer credit so awarded is at the discretion of the receiving institution.

~~(b) College Level Examination Program (CLEP) of the College Board.~~

~~1. The transfer of credit awarded on the basis of scores achieved on examinations in the College Level Examination Program is protected by this rule only for examinations taken in an administration authorized by CLEP.~~

~~2. For examinations taken after July 2001, transfer of credit is mandatory for all CLEP examinations. For all CLEP examinations, credit must be awarded at a minimum in accordance with the credit by examination equivalencies determined by the Articulation Coordinating Committee.~~

~~3. For examinations taken prior to July 1, 2001, transfer of credit under the terms of this rule is mandatory provided that the award of credit is consistent with the CLEP recommendations or scaled scores determined to represent student achievement at or above the fiftieth (50) percentile on the combined men-women sophomore norms in use prior to 1978, with no letter grade or grade points assigned.~~

~~(c) College Board Advanced Placement Program (AP). For all AP examinations, credit must be awarded at a minimum in accordance with the credit by examination equivalencies determined by the Articulation Coordinating Committee. Transfer of Advanced Placement credit under terms of this rule is also mandatory, provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.~~

~~(d) International Baccalaureate (IB) Diploma Program. For all IB examinations, credit must be awarded at a minimum in accordance with the credit-by-examination equivalencies determined by the Articulation Coordinating Committee. Transfer of International Baccalaureate credit under terms of this rule is also mandatory, provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.~~

~~The award of credit for students who completed IB Diploma program examinations before April 1993 shall be determined by the public postsecondary institution.~~

~~(e) Advanced International Certificate of Education Program (AICE). Transfer of Advanced International Certificate of Education credit under terms of this rule is mandatory, provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and the statutory maximum amount of 30 credits.~~

~~(f) Excelsior College Examinations, formerly known as the Regents College Examinations or the Proficiency Examination Program (PEP). Transfer of credit under terms of this rule is mandatory provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.~~

~~(g) Defense Activity of Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSSTs). Transfer of credit under terms of this rule is mandatory provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.~~

~~(h) United States Armed Forces Institute (USAFI). The award of credits for students who successfully completed USAFI courses or exams before 1974 shall be determined by the public postsecondary institution.~~

(8) Pre-professional course responsibility. Lower division programs in state universities and community colleges may offer introductory courses to enable students to explore the principal professional specializations available at the baccalaureate level. Such courses shall be adequate in content to count toward the baccalaureate for students continuing in such specialization. However, deciding major course requirements for a baccalaureate, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the baccalaureate degree.

(9) Limited access programs. Community-Florida college-College System institution and state university transfer students

shall have the same opportunity to enroll in baccalaureate limited access programs as native students. Baccalaureate limited access program selection and enrollment criteria shall be established and published in catalogs, counseling manuals, and other appropriate publications. A list of limited access programs shall be filed annually with the Articulation Coordinating Committee.

(4011) A state university may accept non-associate in arts degree credit in transfer based on its evaluation of the applicability of the courses to the student's program at the university.

(412) State universities and ~~community-Florida colleges~~ College System institutions shall publish with precision and clarity in their official catalogs the admission, course, and prerequisite requirements of the institution, each unit of the institution, each program, and each specialization. Any applicable duration of requirements shall be specified. The university or college catalog in effect at the time of a student's initial collegiate enrollment shall govern upper division prerequisites in the same manner as for native students at the same institution, provided the student maintains continuous enrollment as defined in that catalog unless otherwise specified.

(423) The Department and all public universities, ~~community-Florida colleges~~ College System institutions, and school districts shall maintain the electronic exchange of student transcripts and associated educational records, including acquisition of and access to test scores of students in the standard format established by the ACC.

(434) All postsecondary courses offered for college credit, ~~career-credit~~ clock hours, ~~college-preparatory~~ developmental education credit, or career ~~preparatory~~ developmental credit as they are defined in Rule 6A-10.033, F.A.C., shall be entered in the statewide course numbering system. Each course shall be assigned a single prefix and a single identifying number in the course numbering system.

(445) When a student transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system, the receiving institution shall award credit for courses satisfactorily completed at the previous participating institutions when the courses are judged by the appropriate common course designation and numbering system faculty task forces to be academically equivalent to courses offered at the receiving institution including equivalency of faculty credentials regardless of the public or nonpublic control of the previous institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Credit so awarded shall satisfy institutional requirements on the same basis as credits awarded to native students.

Rulemaking Authority 1001.02(2)(n), 1007.23(1), 1007.25, 1007.27(9)-FS. Law Implemented 1007.01(2), 1007.23(1), -1007.27(9)-FS. History—New 5-5-75, Amended 10-7-75, 6-8-76, 8-22-77, 12-26-77, 3-28-78, 5-10-78, 7-2-79, 2-27-80, 5-27-81, 1-6-83, 4-5-83, 6-28-83, 1-9-85, Formerly 6A-10.24, Amended 8-4-86, 5-18-88, 5-29-90, 7-30-91, 10-4-93, 5-3-94, 1-2-95, 9-30-96, 6-15-98, 12-13-99, 8-14-00, 10-15-01, 9-22-03, 12-18-05.

Articulation Coordinating Committee

February 27, 2013

Item #5

Subject: 2013 Legislation Relating to the ACC

Update on 2013 Legislation of interest to or directly impacting the Articulation Coordinating Committee

Presenter: Matthew Bouck
Materials: Summary of Articulation-related Bills

1007.01 Articulation; legislative intent; purpose; role of the State Board of Education and the Board of Governors; Articulation Coordinating Committee.

PCB CIS 13-02 | SB 878 An act relating to education accountability

1007.012 Florida Flexible Option Initiative

HB 843 | SB 904 An act relating to education

1007.25 General education courses; common prerequisites; other degree requirements.

PCB 2-19-13 (General education; developmental education, fixed tuition)

1009.21 Determination of resident status for tuition purposes.

HB 11 | SB 268

(d) A dependent child who is a United States citizen may not be denied classification as a resident for tuition purposes based solely upon the citizenship status of his or her parent.

HB 17 | SB 180

(l) A dependent child who is a United States citizen, a lawful permanent resident, or a qualified legal alien whose parent is not a United States citizen, a lawful permanent resident, or a qualified legal alien and who attends a Florida high school for 4 consecutive years and submits his or her high school transcript to and enrolls in an institution of higher education within 12 months after graduating from a Florida high school.

HB 29

(l) A United States citizen who attends a Florida high school for at least 1 year and submits his or her official high school transcript to and enrolls in an institution of higher education after graduating from a Florida high school.

HB 539 | SB 260

(c) Veterans of the Armed Services of the United States, including reserve components thereof, who:

1. Attend the physical location of an institution of higher learning within this state; or
2. Physically reside in this state while enrolled in an online course offered by an institution of higher learning within this state.

PCB 2-19-13

(b) Each institution, except for Florida College System institutions, that offers adult education courses as defined under s. 1004.02(1)-(5) shall affirmatively determine the residency status of each applicant for enrollment.

1011.62 Funds for operation of schools

HB 491

2. An additional bonus of \$500 to each Advanced Placement teacher in a school designated with a grade of "D" or "F" who has at least one student scoring 3 or higher on the College Board Advanced Placement Examination, regardless of the number of classes taught or of the number of students scoring a 3 or higher on the College Board Advanced Placement Examination.

Bonuses awarded to a teacher according to this paragraph shall not exceed \$2,000 in any given school year and shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

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117 Section 3. Paragraph (i) of subsection (1) of section
118 1005.22, Florida Statutes, is amended to read:

119 1005.22 Powers and duties of commission.—

120 (1) The commission shall:

121 (i) Serve as a central agency for collecting and
122 distributing current information regarding institutions licensed
123 by the commission. The commission shall annually collect, and
124 all institutions licensed by the commission shall annually
125 report, student-level data from the prior year for each student
126 who receives state funds, in a format prescribed by the
127 Department of Education. At a minimum, data from the prior year
128 must shall be reported annually and include retention rates,
129 transfer rates, completion rates, graduation rates, employment
130 and placement rates, and earnings of graduates. By December 31,
131 2013, the commission shall report the data for the 2012-2013
132 academic year to the Department of Education. By October 1 of
133 each year thereafter, the commission shall report the data to
134 the department.

135 Section 4. Subsection (3) of section 1007.01, Florida
136 Statutes, is amended to read:

137 1007.01 Articulation; legislative intent; purpose; role of
138 the State Board of Education and the Board of Governors;
139 Articulation Coordinating Committee.—

140 (3) The Commissioner of Education, in consultation with the
141 Chancellor of the State University System, shall establish the
142 Articulation Coordinating Committee which shall make
143 recommendations related to statewide articulation policies and
144 issues regarding access, quality, and reporting of data
145 maintained by the K-20 data warehouse established pursuant to

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146 ss. 1001.10 and 1008.31, to the Higher Education Coordination
147 Council, the State Board of Education, and the Board of
148 Governors. The committee shall consist of two members each
149 representing the State University System, the Florida College
150 System, public career and technical education, public K-12
151 education, and nonpublic education and one member representing
152 students. The chair shall be elected from the membership. The
153 committee shall:

154 (a) Monitor the alignment between the exit requirements of
155 one education system and the admissions requirements of another
156 education system into which students typically transfer and make
157 recommendations for improvement.

158 (b) Propose guidelines for interinstitutional agreements
159 between and among public schools, career and technical education
160 centers, Florida College System institutions, state
161 universities, and nonpublic postsecondary institutions.

162 (c) Annually recommend dual enrollment course and high
163 school subject area equivalencies for approval by the State
164 Board of Education and the Board of Governors.

165 (d) Annually review the statewide articulation agreement
166 pursuant to s. 1007.23 and make recommendations for revisions.

167 (e) Annually review the statewide course numbering system,
168 the levels of courses, and the application of transfer credit
169 requirements among public and nonpublic institutions
170 participating in the statewide course numbering system and
171 identify instances of student transfer and admissions
172 difficulties.

173 (f) Annually publish a list of courses that meet common
174 general education and common degree program prerequisite

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175 requirements at public postsecondary institutions identified
176 pursuant to s. 1007.25.

177 (g) Foster timely collection and reporting of statewide
178 education data ~~Examine statewide data regarding articulation to~~
179 ~~identify issues and make recommendations to improve articulation~~
180 ~~throughout~~ the K-20 education performance accountability system
181 by:-

182 1. Facilitating timely reporting of data by all educational
183 delivery systems to the K-20 data warehouse established pursuant
184 to ss. 1001.10 and 1008.31.

185 2. Facilitating timely reporting of data by the K-20 data
186 warehouse to organizations and authorized representatives
187 pursuant to s. 1008.31.

188 3. Identifying data issues including, but not limited to,
189 data quality and accessibility.

190 (h) Recommend roles and responsibilities of public
191 education entities in interfacing with the single, statewide
192 computer-assisted student advising system established pursuant
193 to s. 1006.73.

194 Section 5. Paragraph (f) is added to subsection (1) of
195 section 1008.31, Florida Statutes, subsection (3) is amended,
196 present subsection (4) is redesignated as subsection (5), and a
197 new subsection (4) is added to that section, to read:

198 1008.31 Florida's K-20 education performance accountability
199 system; legislative intent; mission, goals, and systemwide
200 measures; data quality improvements.-

201 (1) LEGISLATIVE INTENT.-It is the intent of the Legislature
202 that:

203 (f) The Commissioner of Education interpret the Family

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30 university; providing that assessments may be
31 administered or proctored by qualified contractors at
32 sites that meet certain criteria; providing an
33 effective date.

34
35 Be It Enacted by the Legislature of the State of Florida:

36
37 Section 1. Section 1007.012, Florida Statutes, is created
38 to read:

39 1007.012 Florida Flexible Option Initiative.-

40 (1) The Florida Flexible Option Initiative is created to
41 expand student choices in selecting multiple, high-quality
42 public and nonpublic courses and assessments toward satisfying
43 course, assessment, or credit requirements for promotion,
44 graduation, or degree attainment. The purpose of the initiative
45 is to make available multiple options to suit unique student
46 interests, satisfy educational requirements, and accelerate
47 student accomplishment of goals in a productive and effective
48 manner.

49 (2) The Legislature intends that state and local rules,
50 policies, and administrative decisions are flexible in
51 interpreting and implementing the requirements in this section
52 in order to encourage creative, innovative, resourceful, and
53 forward-thinking practices that can be modeled throughout this
54 state and the country. The Legislature intends that the Florida
55 Flexible Option Initiative generate sufficient options for
56 students to combine multiple instructional experiences and build
57 complete programs for attaining a standard high school diploma
58 and a postsecondary education degree which are tailored to the

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59 unique interests of each student.

60 (3) The initiative allows students in this state to satisfy
61 public K-12 education promotion or high school graduation
62 course, assessment, or credit requirements, or to satisfy
63 requirements for public postsecondary credit or degree
64 attainment by successfully meeting the assessment requirements
65 of this subsection.

66 (a) As used in this section, the term "Florida-accredited
67 charter course" is a K-12 course or postsecondary education
68 credit course that:

69 1. Is created by individuals whose credentials and
70 documented knowledge of a specific science, technology,
71 engineering, or math field warrants consideration as a credible
72 and legitimate source of course content;

73 2. Is provided or distributed by individuals, institutions,
74 entities, or organizations; and

75 3. Has fulfilled requirements under subsection (4) for
76 purposes of satisfying requirements for promotion, graduation,
77 or obtaining a degree. A massive, open online course and a
78 course associated with rigorous industry certifications are
79 eligible for consideration and approval as a Florida-accredited
80 charter course.

81 (b) Courses and assessments may be applied toward
82 requirements for promotion, graduation, or degree attainment in
83 whole, in subparts, or in a combination of whole and subparts.

84 1. A Florida-accredited charter course, a public K-12
85 course identified on the course code directory, or a
86 postsecondary education course identified on the statewide
87 course numbering system, may be applied as one whole unit or as

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88 two or more discrete subunits such that when combined, they are
89 equivalent to the whole unit. A student may not be required to
90 repeat subunits that are satisfactorily completed.

91 2. Assessments associated with a course must be established
92 by regionally accredited public institutions and must be
93 approved in accordance with subsection (4). The assessments may
94 be applied as one whole assessment or as two or more discrete
95 subassessments such that when combined, they are equivalent to
96 the whole assessment. A student may not be required to repeat
97 subassessments that are satisfactorily completed. Assessments
98 and subassessments shall be administered pursuant to s. 1008.24.

99 (4) A Florida-accredited charter course and its associated
100 assessments must be annually identified, approved, published,
101 and shared for consideration by interested students,
102 institutions, school districts, colleges, and universities.

103 (a) Each Florida-accredited charter course and its
104 associated assessments must be:

105 1. Approved by the Commissioner of Education for
106 application in K-12 public schools and Florida College System
107 institutions in accordance with rules of the State Board of
108 Education.

109 2. Approved by the Chancellor of the State University
110 System for application in state universities in accordance with
111 rules of the Board of Governors.

112 (b) The Articulation Coordinating Committee established in
113 s. 1007.01 shall annually publish and share a consolidated list
114 of approved Florida-accredited charter courses and associated,
115 approved assessments in conjunction with the courses listed in
116 the course code directory and statewide course numbering system

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117 in a manner that facilitates student and institutional knowledge
118 of the Florida-accredited charter courses as options available
119 for credit.

120 Section 2. Section 1008.24, Florida Statutes, is amended to
121 read:

122 1008.24 Test administration and security.—

123 (1) A person may not ~~It is unlawful for anyone~~ knowingly
124 and willfully ~~to~~ violate test security rules adopted by the
125 State Board of Education for mandatory tests administered by or
126 through the State Board of Education or the Commissioner of
127 Education to students, educators, or applicants for
128 certification or administered by school districts pursuant to s.
129 1008.22, or, with respect to any such test, knowingly and
130 willfully to:

131 (a) Give examinees access to test questions prior to
132 testing;

133 (b) Copy, reproduce, or use in any manner inconsistent with
134 test security rules all or any portion of any secure test
135 booklet;

136 (c) Coach examinees during testing or alter or interfere
137 with examinees' responses in any way;

138 (d) Make answer keys available to examinees;

139 (e) Fail to follow security rules for distribution and
140 return of secure test as directed, or fail to account for all
141 secure test materials before, during, and after testing;

142 (f) Fail to follow test administration directions specified
143 in the test administration manuals; or

144 (g) Participate in, direct, aid, counsel, assist in, or
145 encourage any of the acts prohibited in this section.

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460 (c) The ~~common~~college placement test authorized in ss.
 461 1001.03(10) and 1008.30 or a similar test may be administered to
 462 high school students who have chosen one of the four
 463 destinations. The results of the placement test shall be used to
 464 target additional instructional needs in reading, writing, and
 465 mathematics prior to graduation.

466 Section 14. Subsections (3), (6), (7), (8), and (10) of
 467 section 1007.25, Florida Statutes, are amended to read:

468 1007.25 General education courses; common prerequisites;
 469 other degree requirements.—

470 (3) The chair of the State Board of Education and the
 471 chair of the Board of Governors, or their designees, shall
 472 jointly appoint faculty committees to identify statewide general
 473 education core course options. General education core course
 474 options shall consist of a maximum of five courses within each
 475 of the subject areas of communication, mathematics, social
 476 sciences, humanities, and natural sciences. Each general
 477 education core course option must contain high-level academic
 478 and critical thinking skills and common competencies that
 479 students must demonstrate to successfully complete the course.
 480 Beginning with students initially entering a Florida College
 481 System institution or state university in 2014~~5~~5-2015~~6~~6 and
 482 thereafter, each student must complete at least one identified
 483 core course in each subject area as part of the general
 484 education course requirements. All public postsecondary
 485 educational institutions shall ~~offer and~~ accept these courses as
 486 meeting general education core course requirements. The

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487 remaining general education course requirements shall be
 488 identified by each institution and reported to the department by
 489 their statewide course number. The general education core course
 490 options shall be adopted in rule by the State Board of Education
 491 and in regulation by the Board of Governors. Additional core
 492 course options may be approved by the State Board of Education
 493 and the Board of Governors if recommended by the subject area
 494 faculty committee, and approved by the Articulation Coordinating
 495 Committee, as necessary for a subject area.

496 (6) The universities and Florida College System
 497 institutions shall work with their school districts to ensure
 498 that high school curricula coordinate with the general education
 499 curricula and to prepare students for college-level work.
 500 General education curricula for associate in arts programs shall
 501 be identified by each institution and, ~~beginning with students~~
 502 ~~initially entering a Florida College System institution or state~~
 503 ~~university in 2014-2015 and thereafter,~~ shall include 3036
 504 semester hours in the subject areas of communication,
 505 mathematics, social sciences, humanities, and natural sciences.

506 (7) An associate in arts degree shall require no more than
 507 60 semester hours of college credit and, ~~beginning with students~~
 508 ~~initially entering a Florida College System institution or state~~
 509 ~~university in 2014-2015 and thereafter,~~ must include 3036
 510 semester hours of general education coursework ~~and~~. Beginning
 511 with students initially entering a Florida College System
 512 institution or state university in 2014-2015 and thereafter,
 513 coursework for an associate in arts degree must include

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514 demonstration of competency in a foreign language pursuant to s.
 515 1007.262. Except for college-preparatory coursework required
 516 pursuant to s. 1008.30, all required coursework shall count
 517 toward the associate in arts degree or the baccalaureate degree.

518 (8) A baccalaureate degree program shall require no more
 519 than 120 semester hours of college credit and, ~~beginning with~~
 520 ~~students initially entering a Florida College System institution~~
 521 ~~or state university in 2014-2015 and thereafter,~~ include 3036
 522 semester hours of general education coursework, unless prior
 523 approval has been granted by the Board of Governors for
 524 baccalaureate degree programs offered by state universities and
 525 by the State Board of Education for baccalaureate degree
 526 programs offered by Florida College System institutions.

527 (10) Students at state universities may request associate
 528 in arts certificates if they have successfully completed the
 529 minimum requirements for the degree of associate in arts (A.A.).
 530 The university must grant the student an associate in arts
 531 degree if the student has successfully completed minimum
 532 requirements for college-level communication and computation
 533 skills adopted by the State Board of Education and 60 academic
 534 semester hours or the equivalent within a degree program area
 535 and, ~~beginning with students initially entering a Florida~~
 536 ~~College System institution or state university in 2014-2015 and~~
 537 ~~thereafter, includes~~, including 3036 semester hours in general
 538 education courses in the subject areas of communication,
 539 mathematics, social sciences, humanities, and natural sciences,
 540 consistent with the general education requirements specified in

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622 readiness for postsecondary instruction. Additional requirements
 623 included in the agreement may not arbitrarily prohibit students
 624 who have demonstrated the ability to master advanced courses
 625 from participating in dual enrollment courses.

626 Section 17. Section 1008.02, Florida Statutes, is created
 627 to read:

628 1008.02 Definitions.—As used in this chapter:

629 (1) "Developmental education" means instruction through
 630 which a high school graduate who applies for any college credit
 631 program may attain the communication and computation skills
 632 necessary to successfully complete college credit instruction.

633 (2) "Co-requisite education" means preparatory academic
 634 instruction that is deployed through a variety of classroom,
 635 online, or blended instructional strategies and offered
 636 concurrently with college credit instruction. The term
 637 includes, but is not limited to:

638 (a) Compressed or modularized tutoring or coaching that
 639 supplements credit instruction; and

640 (b) Embedded content in a modified or extended credit-
 641 bearing course intended to contextualize or accelerate credit
 642 attainment.

643 (3) "Gateway course" means the first course that provides
 644 transferable, college-level credit allowing students to progress
 645 in their program of study.

646 (4) "Meta-major" means a collection of programs of study
 647 that share common foundational skills.

648 (5) "Accelerated course structure" means a course or

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649 strand of study that accelerates the progress of students from
 650 developmental education instruction into college-level course
 651 work.

652 Section 18. Section 1008.30, Florida Statutes, is amended
 653 to read:

654 1008.30 ~~Common placement testing for public postsecondary~~
 655 ~~education~~ College readiness and placement testing.—

656 (1) The State Board of Education, in ~~conjunction~~
 657 consultation with the Board of Governors, shall ~~develop and~~
 658 ~~implement~~ establish by rule a ~~common~~ college placement test for
 659 the purpose of assessing the basic computation and communication
 660 skills of students who intend to enter a degree program at any
 661 public postsecondary educational institution. Alternative
 662 assessments that may be accepted in lieu of the college
 663 placement test must also be identified in rule. Public
 664 ~~postsecondary~~ educational institutions shall provide appropriate
 665 modifications of the test instruments or test procedures for
 666 students with disabilities.

667 (2) By January 1, 2014, the State Board of Education, in
 668 conjunction with the Board of Governors, shall approve a series
 669 of meta-majors, academic pathways, and degree maps that identify
 670 the gateway courses required for success in each meta-major.
 671 Results from the common placement test shall be used to diagnose
 672 students' readiness for their chosen meta-major and provide
 673 academic counseling that places students into credit courses as
 674 quickly as possible, with developmental education limited to
 675 that content needed for success in the meta-major.

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676 (23) The ~~common-college~~ placement testing program shall
 677 include ~~at a minimum the following~~; the capacity to diagnose
 678 basic competencies in the areas of English, reading, and
 679 mathematics which are essential for success in meta-majors ~~to~~
 680 ~~perform college level work; prerequisite skills that relate to~~
 681 ~~progressively advanced instruction in mathematics, such as~~
 682 ~~algebra and geometry; prerequisite skills that relate to~~
 683 ~~progressively advanced instruction in language arts, such as~~
 684 ~~English composition and literature; and provision of~~ provide
 685 test information to students on the specific deficiencies.

686 (4) The State Board of Education shall establish by rule
 687 the test scores a student must achieve to demonstrate readiness.
 688 Students who demonstrate readiness by achieving or exceeding the
 689 test scores established by the State Board and enroll in a
 690 Florida College System institution within 2 years of achieving
 691 such scores may not be required to retest or complete
 692 developmental education instruction when admitted to any Florida
 693 College System institution.

694 (35) The State Board of Education shall adopt rules that
 695 require high schools to evaluate before the beginning of grade
 696 12 the college readiness of each student who scores at Level 2
 697 or Level 3 on the reading portion of the grade 10 FCAT or Level
 698 2, Level 3, or Level 4 on the mathematics assessments under s.
 699 1008.22(3)(c). High schools shall perform this evaluation using
 700 results from the corresponding component of the ~~common-college~~
 701 placement test prescribed in this section, or an equivalent
 702 alternative test identified by the State Board of Education. ~~The~~

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703 ~~State Board of Education shall identify in rule the assessments~~
 704 ~~necessary to perform the evaluations required by this subsection~~
 705 ~~and shall work with the school districts to administer the~~
 706 ~~assessments. The State Board of Education shall establish by~~
 707 ~~rule the minimum test scores a student must achieve to~~
 708 ~~demonstrate readiness. Students who demonstrate readiness by~~
 709 ~~achieving the minimum test scores established by the state board~~
 710 ~~and enroll in a Florida College System institution within 2~~
 711 ~~years of achieving such scores shall not be required to retest~~
 712 ~~or enroll in remediation when admitted to any Florida College~~
 713 ~~System institution.~~ The high school shall use the results of the
 714 test to advise the students of any identified deficiencies and
 715 to provide 12th grade students, and require them to complete,
 716 appropriate postsecondary preparatory instruction prior to high
 717 school graduation. The curriculum provided under this subsection
 718 shall be identified in rule by the State Board of Education and
 719 encompass Florida's Postsecondary Readiness Competencies. Other
 720 elective courses may not be substituted for the selected
 721 postsecondary reading, mathematics, or writing preparatory
 722 course unless the elective course covers the same competencies
 723 included in the postsecondary reading, mathematics, or writing
 724 preparatory course.

725 (6) (a) The State Board of Education shall adopt rules by
 726 January 1, 2014, to implement developmental education. The rules
 727 must include:

728 i. Student attributes that may be considered by
 729 institutional boards, including but not limited to, performance

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730 on college placement tests, grade point averages, work history,
 731 military experience, career interests, degree major declaration,
 732 or any combination thereof.

733 ii Recommended placement options for students performing
 734 at levels indicating adult education as an appropriate placement
 735 for students to develop needed college-entry academic skills;

736 iii. Sufficient flexibility for local professional judgment
 737 and determinations of appropriate student placement

738 iv. Limits on credit course enrollment for students
 739 indicating the need for preparatory assistance in two or more
 740 content areas.

741
 742 Local policies and practices set by each Florida College System
 743 institutional board of trustees must outline the attributes
 744 considered by the institution for placement determinations,
 745 identify instructional options available to students, and
 746 describe student costs and financial aid opportunities
 747 associated with each instructional option. Placement and
 748 instructional options must, at minimum, provide for direct
 749 placement of a student in a credit course either with or without
 750 institutionally-required co-requisite education, and direct
 751 placement of a student in adult education, as appropriate to the
 752 student's demonstrated communication or computation performance
 753 levels. Policies and practices must specify limits on credit
 754 course enrollment for students indicating the need for
 755 preparatory assistance, outline retesting requirements, and
 756 identify options for students counseled into adult education as

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757 an appropriate placement when such instruction is not provided
 758 by the institution.

759 ~~(4)(a) — Students who have been identified as requiring~~
 760 ~~additional preparation pursuant to subsection (1) shall enroll~~
 761 ~~in college preparatory developmental education or other adult~~
 762 ~~education pursuant to s. 1004.93 in Florida College System~~
 763 ~~institutions to develop needed college entry skills. The State~~
 764 ~~Board of Education shall specify by rule provisions for~~
 765 ~~alternative remediation opportunities and retesting policies.~~
 766 ~~These students shall be permitted to take courses within their~~
 767 ~~degree program concurrently in other curriculum areas for which~~
 768 ~~they are qualified while enrolled in college preparatory~~
 769 ~~instruction courses developmental education courses. A student~~
 770 ~~enrolled in a college preparatory developmental education course~~
 771 ~~may concurrently enroll only in college credit courses that do~~
 772 ~~not require the skills addressed in the college preparatory~~
 773 ~~developmental education course. However, a student who scores~~
 774 ~~below the test score established pursuant to subsection (3) may~~
 775 ~~concurrently enroll in a college credit course that requires the~~
 776 ~~skills addressed in the associated developmental education~~
 777 ~~course if:~~

778 ~~1. The institution in which the student is enrolled~~
 779 ~~identifies other indicators, in conjunction with the test score,~~
 780 ~~which will predict the student's success in the course; or~~

781 ~~2. The student co-enrolls in a co-requisite supplemental~~
 782 ~~remediation strategy offered by the institution.~~

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811 ~~instruction developmental education coursework may not be~~
 812 ~~counted toward fulfilling the number of credits required for a~~
 813 ~~degree.~~

814 (b) A university board of trustees may contract with a
 815 Florida College System institution board of trustees for the
 816 Florida College System institution to provide such instruction
 817 on the state university campus. Any state university in which
 818 the percentage of incoming students requiring ~~college-~~
 819 ~~preparatory instruction~~ developmental education equals or
 820 exceeds the average percentage of such students for the Florida
 821 College System may offer ~~college-preparatory instruction~~
 822 developmental education without contracting with a Florida
 823 College System institution; however, The Florida Agricultural
 824 and Mechanical University ~~any state university offering college-~~
 825 ~~preparatory instruction as of January 1, 1996,~~ may continue to
 826 provide such services.

827 (57) A student may not be enrolled in a college credit
 828 mathematics or English course on a dual enrollment basis unless
 829 the student has achieved or exceeded the scores ~~demonstrated~~
 830 ~~adequate precollegiate preparation on the section of the basic~~
 831 ~~computation and communication skills assessment required~~
 832 ~~pursuant to subsection (13) that is appropriate for successful~~
 833 ~~student participation in the course.~~

834 Section 19. Subsection (4) of section 1008.32, Florida
 835 Statutes, is amended to read:

836 1008.32 State Board of Education oversight enforcement
 837 authority.—The State Board of Education shall oversee the

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1027 | in the calculation of cost borne by students.

1028 | Section 23. Paragraph (b) of subsection (2) and subsection
1029 | (3) of section 1009.23, Florida Statutes, is amended to read:

1030 | 1009.23 Florida College System institution student fees.—
1031 | (2)

1032 | (b) Tuition and out-of-state fees for upper-division
1033 | courses must reflect the fact that the Florida College System
1034 | institution has a less expensive cost structure than that of a
1035 | state university. Therefore, the board of trustees shall
1036 | establish tuition and out-of-state fees for upper-division
1037 | courses in baccalaureate degree programs approved pursuant to s.
1038 | 1007.33 consistent with law and proviso language in the General
1039 | Appropriations Act. ~~However, the board of trustees may not vary~~
1040 | ~~tuition and out-of-state fees as provided in subsection (4).~~

1041 | (4) Each Florida College System institution board of
1042 | trustees shall establish tuition and out-of-state fees, which
1043 | may vary no more than 10 percent below and 15 percent above the
1044 | combined total of the standard tuition and fees established in
1045 | subsection (3). However, a Florida College System institution
1046 | board of trustees may establish resident tuition for a
1047 | baccalaureate degree program at any amount below the tuition
1048 | rate established by law or by the General Appropriations Act.

1049 | Section 24. Paragraph (c) of subsection (4), subsection
1050 | (8), and paragraph (b) of subsection (16) of section 1009.24,
1051 | Florida Statutes, are amended to read:

1052 | (4)

1053 | (c) Beginning with the 2013-14 fiscal year and each year

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1054 thereafter, resident undergraduate students enrolled in the
 1055 State University System for the first time shall be eligible to
 1056 pay a fixed rate of tuition and fees not to exceed of the rate
 1057 assessed to them upon their initial enrollment. The fixed rate
 1058 includes the base tuition rate set by subsection (4), the
 1059 differential tuition rate set by subsection (16), and the fees
 1060 authorized by subsections (7), (8), (9), and (13). The periods
 1061 of time during which an undergraduate student is eligible to pay
 1062 a fixed rate of tuition and fees are as follows:

1063 1. For students initially enrolled as a full-time student
 1064 at a state university, the earlier of 4 years from initial
 1065 enrollment or completion of 120 course credit hours.

1066 2. For students who have graduated with an associate's
 1067 degree, the earlier of 2 years from initial enrollment or
 1068 completion of 60 course credit hours.

1069 The Board of Governors may adopt regulations identifying certain
 1070 baccalaureate degree programs, requiring greater than 120 hours
 1071 of coursework to complete, for which state universities may not
 1072 charge students tuition or fees at a rate higher than that
 1073 established upon their initial enrollment in the degree program.
 1074 The fixed rate of tuition and fees expires at the completion of
 1075 each time period described in subparagraphs 1 and 2. Upon
 1076 expiration, the student must pay for any further coursework at
 1077 the current rate of tuition set pursuant to this section and any
 1078 increases thereafter. In order to remain eligible for the fixed
 1079 rate of tuition and fees, a student must maintain continuous
 1080 enrollment with a state university, excluding summer terms. This

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1081 subsection applies prospectively only.

1082 (ed) The Board of Governors, or the board's designee, may
 1083 establish tuition for graduate and professional programs, and
 1084 out-of-state fees for all programs. Except as otherwise provided
 1085 in this section, the sum of tuition and out-of-state fees
 1086 assessed to nonresident students must be sufficient to offset
 1087 the full instructional cost of serving such students. However,
 1088 adjustments to out-of-state fees or tuition for graduate
 1089 programs and professional programs may not exceed 15 percent in
 1090 any year.

1091 (~~de~~) The Board of Governors may consider and approve
 1092 flexible tuition policies as requested by a university board of
 1093 trustees in accordance with the provisions of subsection (15)
 1094 only to the extent such policies are in alignment with the
 1095 mission of the university and do not increase the state's fiscal
 1096 liability or obligations, including, but not limited to, any
 1097 fiscal liability or obligation for programs authorized under ss.
 1098 1009.53-1009.538 and ss. 1009.97-1009.984.

1099 (ef) The sum of the activity and service, health, and
 1100 athletic fees a student is required to pay to register for a
 1101 course shall not exceed 40 percent of the tuition established in
 1102 law or in the General Appropriations Act. No university shall be
 1103 required to lower any fee in effect on the effective date of
 1104 this act in order to comply with this subsection. Within the 40
 1105 percent cap, universities may not increase the aggregate sum of
 1106 activity and service, health, and athletic fees more than 5
 1107 percent per year, or the same percentage increase in tuition

Articulation Coordinating Committee

February 27, 2013

Item #6

Subject: Update on HB 7135 General Education Project

In 2012 HB 7135 (Chapter 2012-195, Laws of Florida), amended Section 1007.25, Florida Statutes, to make significant changes to the general education program. The current 36-hour requirement was changed to 30 hours in the five subject areas of communication, humanities, mathematics, natural science, and social science. Faculty committees appointed by the chairs of the State Board of Education and Board of Governors, or designees, were directed to identify a listing of no more than five postsecondary courses in each subject area, making up the general education core course options. The statute mandates that all institutions must offer and accept these general education core courses, and that students initially entering a Florida College System institution or state university in 2014-2015 must complete at least one identified core course in each subject area. To be in compliance with the statute, this general education core must be adopted in rule by the State Board of Education and in regulation by Board of Governors.

The Initial Draft Recommendations of the General Education Steering and Faculty Committees December 2012 represents the draft recommendations of the general education faculty committees. This document represents the work of more than 60 faculty members and hours of in-person and electronic discussions. Each faculty committee reached consensus, if not unanimity, in these recommendations. While there are many issues still to be resolved, these recommendations represent a significant step forward in implementing the statutory requirements.

More information related to the general education project can be found at:
<http://www.fldoe.org/articulation/hb7135gеп.asp>.

Presenter: Matthew Bouck

Materials: General Education Project Update Presentation; *Initial Draft Recommendations of the General Education Steering and Faculty Committees, December 2012*

General Education Section 1007.25(3), Florida Statutes (HB 7135) Update

*Initial Draft Recommendations of the General Education
Steering and Faculty Committees December 2012*
<http://www.fldoe.org/articulation/pdf/gesfir.pdf>



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General Education Requirements

For students initially entering an institution in the Florida College System or State University System in 2014-2015 and thereafter:

- ✓ General education requirement in associate in arts and baccalaureate degree programs changed from 36 to 30 hours
- ✓ Faculty committees will identify statewide general education core course options consisting of a maximum of five courses in each of general education areas: Communication, Humanities, Mathematics, Natural Science, and Social Science
- ✓ Students must complete at least one identified course from each subject area
- ✓ All institutions must offer and accept these courses for general education
- ✓ Remaining general education at the discretion of the institution
- ✓ The general education core will be adopted in SBE Rule and BOG Regulation



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General Education Committees

Chancellors of Florida College System and State University System appointed to implement general education core course options

Steering Committee

Five members each from the Florida College System and State University System with equal number of alternates

Faculty Committees

Five committees representing general education areas
12 voting faculty members each (6 FCS , 6 SUS)

Two Steering Committee members



General Education Project Timeline

October 25, 2012	Initial Meeting of Faculty Committees
December 2012	Faculty Discipline Committee Initial Recommendations, Courses and Competencies
Jan 2013-April 2013	Faculty Review/Institution (CAVP/CIA) Review
June 2013	State Board of Education and Board of Governors Initiate Rule/Regulation Development Recommendations Released for Public Comment
Aug-Sept 2013	Final Recommendations Submitted to Chancellors
September 2013	State Board of Education and Board of Governors Rule/Regulation Approval
September 2013	Communications to Florida College System and State University System Institutions, Courses and Competencies
Fall 2014	General education core implementation



Initial Draft Recommendations

Communication

- Students will demonstrate the ability to communicate effectively.
- Students will demonstrate the ability to analyze communication critically.

ENC X101 English Composition I



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Initial Draft Recommendations

Humanities

- Students will demonstrate interpretive ability and cultural literacy.
- Students will demonstrate competence in reflecting critically upon the human condition.

ARH X000	Art Appreciation
HUM X020	Introduction to Humanities
LIT X100	Introduction to World Literature
MUL X010	Introduction to Music Literature/Music Appreciation
PHI X010	Introduction to Philosophy



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Initial Draft Recommendations

Mathematics

- Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.
- Students will apply appropriate mathematical and computational models and methods in problem solving.

MAC X105	College Algebra
STA X023	Statistical Methods
MGF X106	Liberal Arts Mathematics I
MGF X107	Liberal Arts Mathematics II



Initial Draft Recommendations

Natural Science

- Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.
- Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

BSC X005	General Biology
CHM X020	Chemistry for Liberal Studies
PHY X020	Fundamentals of Physics
ESC X000	Introduction to Earth Science
EVR X001	Introduction to Environmental Science



Initial Draft Recommendations

Social Science

- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.
- Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

PSY X012	Introduction to Psychology
SYG X000	Principles of Sociology
WOH X040	20th Century World History
CPO X001	Comparative Politics
ANT X000	Introduction to Anthropology



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General Education: Implementation Issues

- Additions and modifications to core course options
- “Advanced level” courses
- Offer and accept all general education courses
- 30 vs. 36-hour general education requirement
- SACS substantive change
- 2014 implementation



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Articulation Coordinating Committee

February 27, 2013

Item # 7

Subject: Performance on Common Placement Tests Report and High School Feedback Report for 2011 Graduates

The PCPT and High School Feedback Report provide districts and schools with information about their graduates' performance on a number of pre-graduation and post-graduation indicators. The report includes performance information for students who graduated from a public high school in Florida and attended a public college or university in Florida during the academic year immediately following high school graduation. Students who did not go to college or who attended private or out-of-state colleges are not included in these reports.

Performance on Common Placement Tests

<http://www.fldoe.org/articulation/perfCPT/default.asp>

- State Summary by Type of Postsecondary Institution Attended
- State Summary by Ethnicity and Gender
- State Summary by School District and by School

- High Schools and Districts by Postsecondary Institution Attended
- High Schools and Districts by Race / Ethnicity and Gender
- Postsecondary Institution Reports by District of Origin

High School Feedback Report

<http://data.fldoe.org/readiness/>

- Graduate year data for select districts/schools
- Trend data (2009-2011) for select districts/schools
- Data item for all districts

Presenter: Matthew Bouck

Materials: Examples of PCPT and High School Feedback Report

**Performance on Common Placement Tests
Florida Public High School Graduates**

Institution	Graduation Year	Number of Degree Seeking Students	Number Tested in Math	Number Scoring At or Above Cutoff Score in Math	Percent Scoring At or Above Cutoff Score in Math	Number Tested in Reading	Number Scoring At or Above Cutoff Score in Reading	Percent Scoring At or Above Cutoff Score in Reading	Number Tested in Writing	Number Scoring At or Above Cutoff Score in Writing	Percent Scoring At or Above Cutoff Score in Writing	Number Tested in all Three Subjects	Number Scoring At or Above Cutoff Score in All Three Subjects	Percent Scoring At or Above Cutoff Score in All Three Subjects
	2009	84,109	82,756	56,583	68.4%	83,527	65,556	78.5%	82,902	66,613	80.4%	81,932	50,915	62.1%
	2010	85,128	83,822	57,624	68.7%	84,376	66,931	79.3%	83,728	67,098	80.1%	82,801	51,624	62.3%
	2011	85,359	84,339	59,189	70.2%	83,916	70,450	84.0%	83,157	69,225	83.2%	82,744	53,513	64.7%
Community Colleges	2011	57,334	56,314	31,886	56.6%	55,891	42,726	76.4%	55,132	41,529	75.3%	54,719	26,437	48.3%
State Universities	2011	28,025	28,025	27,303	97.4%	28,025	27,724	98.9%	28,025	27,696	98.8%	28,025	27,076	96.6%

**High School Feedback Report Trends
Florida Public High School Graduates**

		2009	2010	2011
		STATE	STATE	STATE
1	Number of high school graduates with standard diploma or GED:	149,459	152,979	151,138
PRE GRADUATION INDICATORS				
2	Percent of graduates who scored at level 3 or better on the 10th grade FCAT in:			
	Math.....	78.40%	79.60%	81.50%
	Reading.....	46.80%	49.90%	50.20%
	Both Reading and Math.....	44.30%	47.50%	47.70%
3	Percent of graduates who completed a college prep curriculum:	59.80%	60.20%	59.40%
4	Percent of graduates who were eligible for the maximum Bright Futures award:			
	FL Academic Scholars.....	7.21%	7.21%	7.32%
	FL Medallion Scholars.....	25.40%	25.20%	24.70%
	FL Gold Seal Vocational.....	1.08%	1.03%	1.04%
5	Percent of graduates who completed at least one AP, IB, AICE or Dual Enrollment course:	42.40%	45.90%	50.00%
6	Percent of graduates enrolled in Algebra I or equivalent in a FL public school prior to 9th grade:	29.60%	32.90%	35.50%
7	Percent of graduates who completed at least one level 3 high school math course:	47.20%	49.70%	59.10%
8	Percent of graduates who completed at least one dual enrollment math course:	6.06%	6.63%	8.03%
9	Percent of graduates who completed at least one level 3 high school science course:	53.90%	54.80%	58.50%
10	Percent of graduates who completed at least one dual enrollment science course:	2.83%	3.19%	4.10%
11	Percent of students who took PSAT or PLAN two years prior to graduation year:			
	PSAT.....	69.40%	68.70%	68.90%
	PLAN.....	11.80%	13.20%	13.90%
12	Percent of graduates who took the SAT, ACT or CPT:			
	SAT.....	48.00%	51.30%	61.70%
	ACT.....	51.70%	54.60%	55.30%
	CPT.....	32.60%	36.30%	25.20%
13	Percent of graduates with standard high school diploma who took the SAT / ACT / CPT and scored at or above college-level cut scores:	62.1%	62.3%	64.7%
POST GRADUATION INDICATORS				
14	Percent of graduates enrolled in a Florida public postsecondary institution in the Fall:	53.00%	51.70%	52.60%
15	Percent of graduates found enrolled in Independent Colleges and Universities of Florida (ICUF) in the Fall:	3.02%	3.02%	2.98%
16	Percent of graduates found enrolled in an out-of-state public or private institution in the Fall:	NA	NA	NA
17	Percent of graduates:			
	at a community college in Florida during Fall.....	34.60%	32.70%	33.70%
	at a state university in Florida during Fall.....	17.70%	18.20%	18.30%
	at a technical education center in Florida during Fall....	1.22%	1.05%	0.98%
18	Percent of graduates enrolled in college credit courses at a FL public postsecondary institution earning a GPA above 2.0:	76.00%	75.30%	76.30%
19	Percent of graduates enrolled in college credit courses at Independent Colleges and Universities of Florida (ICUF) earning a GPA above 2.0	81.10%	80.10%	80.80%
20	Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed the course:			
	Remedial Math (non-college credit)	60.20%	56.80%	54.20%
	Intermediate Algebra (for elective credit only)	61.90%	61.20%	65.50%
	Entry-level Math (for Math credit)	67.70%	66.80%	67.90%
	Advanced Math	59.50%	58.80%	60.40%
21	Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed the course:			
	Remedial Reading or Writing.....	81.00%	79.80%	79.30%
	Freshman Comp I or II.....	79.90%	78.50%	76.90%
	Other College-level English.....	80.50%	78.90%	77.90%

Articulation Coordinating Committee

February 27, 2013

Item #8

Subject: Dual Enrollment Instructional Materials Informal Survey

Presented by: Matthew Bouck
Materials: Presentation of Survey Results

Dual Enrollment Instructional Materials Informal Survey October, 2012

Matthew Bouck
Director, Office of Articulation
matthew.bouck@fldoe.org

Dual Enrollment Instructional Materials

The purpose of the survey was “fact-finding” regarding a number of dual enrollment instructional materials issues:

- Expenditures vs. allocation
- Charter school allocation
- Provision of specific materials
- Textbook adoption cycles
- Best practices in cost reduction

44 school district respondents

Dual Enrollment Instructional Materials

Instructional Materials Expenditures vs. FEPF Allocation

K12 Instructional Materials Allocation per FTE	\$77 - \$113
Dual Enrollment Instructional Materials Allocation per FTE	\$318

Source: *FL House of Representatives, Public School Funding, The Florida Education Finance Program FEFP, Fiscal Year 2011-2012*

Instructional Materials Survey: Expenditure vs. Allocation

Expenditure exceeded allocation by \$3,141 to \$896,623

Dual Enrollment Instructional Materials

Charter High Schools

Are charter high schools included in the instructional materials allocation, or separate allocation?

16 responses

8 - Included in Allocation

8 - Separate Allocation

Dual Enrollment Instructional Materials

Cost Reduction Strategies

Does your school district have an agreement with the postsecondary institution to help defray the cost of instructional materials?

- Most responded there is no specific program
- 10% discount from independent bookstore
- Order direct from publisher
- Used textbooks
- College assists in return of materials

Dual Enrollment Instructional Materials

“Consumable” Instructional Materials

- *Does your district pay instructional material electronic access fees?*
Yes = 28 No = 6
- *Does your district provide “consumable” instructional materials (supplies, kits, workbooks, lab manuals) to dual enrollment students?*

No extras	Only if bundled	Yes, but limited	Broad range of materials
5	6	7	16

- *Does your district provide technology supplies (calculator, computer) if required by the course?*
Most districts do not; a few districts report providing calculators

Dual Enrollment Instructional Materials

Textbook Adoption Cycles

Is the schedule for instructional materials adoption different for dual enrollment courses as compared to the district adoption cycle?

Responses vary across districts

- No identified cycle at college
(although typically not more than 1-2 years)
- Faculty control over texts
- Publisher editions

Dual Enrollment Instructional Materials

Limits to Dual Enrollment

Does your school district limit dual enrollment course offerings?

No Identified Limit to Dual Enrollment Offerings	Limits Identified in Articulation Agreement
19	14

Dual Enrollment Instructional Materials

Open response question

Dual enrollment growing rapidly, making these issues more acute

- K12 instructional material allocation used to cover dual enrollment materials
- Textbook adoption
- Increasing access fees
- Operational funds to support dual enrollment
- Efficiencies in materials management (centralized book depositories)
- Difficulty in acquiring texts from independent vendors