

Articulation Coordinating Committee
Zoom
July 21, 2022
2:30-3:00 p.m., EST

AGENDA

I. Introduction	
1. Welcome and Committee Updates	Dr. William Hudson, Chair
II. Action Items	
1. June 14, 2022, Meeting Minutes	Dr. William Hudson, Chair
2. Common Prerequisite Manual Changes	Lynda Page
3. ACC Credit-by-Examination Equivalencies	Abbey Ivey
4. Dual Enrollment Course-High School Subject Area Equivalency Lists	Abbey Ivey
5. Mathematics Pathways	Abbey Ivey Dr. Kathleen Ciez-Volz Dr. Julie Phelps, Valencia College Dr. Teresa Dorman, University of Central Florida
6. Statewide Credit for Military Experience Equivalency List	Abbey Ivey

Next ACC Meeting: October 26, 2022

**Articulation Coordinating Committee
July 2022 Membership**

Florida College System	State University System	Career and Adult Education
Dr. Kathleen Ciez-Volz Florida State College at Jacksonville	Dr. William Hudson, Chair Florida A&M University	Dr. Sylvia Jackson Gadsden County Public Schools
Dr. Paul Broadie Santa Fe College	Dr. Cheryl Gater University of Florida	Dr. Brian Mann Hillsborough Community College
K12 Education	Nonpublic Education	Student
Vanessa Hilton Pasco County Schools	Dr. Wayne Riggs Flagler College Tallahassee	Vacant
Dr. Beth Thedy Brevard County Schools	Kathy Majzner Palm Beach Atlantic University	

Action Item #1: June 14, 2022, Meeting Minutes

**Articulation Coordinating Committee
June 14, 2022**

Draft Meeting Minutes

Members Participating: **Dr. William Hudson, Chair**, Florida A&M University
Dr. Paul Broadie, Santa Fe College
Dr. Kathleen Ciez-Volz, Florida State College at Jacksonville
Dr. Cheryl Gater, University of Florida
Vanessa Hilton, Pasco County Schools
Dr. Sylvia Jackson, Gadsden County Public Schools
Kathy Majzner, Palm Beach Atlantic University
Dr. Brian Mann, Hillsborough Community College
Dr. Wayne Riggs, Flagler College Tallahassee
Dr. Beth Thedy, Brevard County Schools

Introduction	
1. Welcome and Committee Updates	<p>Chair Hudson called the meeting to order at 2:02 p.m., EDT, and welcomed members to the Articulation Coordinating Committee (ACC) webinar.</p> <p>Chair Hudson noted that there were three action items on the agenda, along with a 2022 Legislative Session update and a presentation from department staff on a variety of articulation topics.</p> <p>Chair Hudson then recognized Mrs. Abbey Ivey, the new Assistant Vice Chancellor for Articulation Policy, replacing Mrs. Elizabeth Moya in the Office of K-20 Articulation. Ms. Ivey will provide future staffing support for the ACC.</p>
2. Introduction of New Member, Dr. Paul Broadie	<p>Ms. Abbey Ivey introduced the newest appointment to the ACC, Dr. Paul Broadie. Dr. Broadie is the president of Santa Fe College and replaces former member, Dr. Stanley Sidor from Lake-Sumter State College. In his newly appointed role, Dr. Broadie will also act as ACC liaison to the Florida College System Council of Presidents.</p>

Action Items

<p>1. Approval of February 23, 2022, Meeting Minutes</p>	<p>Chair Hudson asked members if there were any changes to the meeting minutes; there were none. Chair Hudson then asked members if anyone would make a motion to approve the minutes.</p> <p><i>A motion to approve the minutes was made by Dr. Thedy and was seconded by Dr. Jackson; the meeting minutes were approved by unanimous vote.</i></p>
<p>2. Common Prerequisite Manual Changes (as approved by the ACC Oversight Subcommittee)</p>	<p>Chair Hudson asked members if there were any questions regarding the Common Prerequisite Manual changes; there were none. Chair Hudson then asked members if anyone would make a motion to approve the changes.</p> <p><i>A motion to approve was made by Dr. Ciez-Volz and was seconded by Dr. Broadie; the changes were approved by unanimous vote.</i></p>
<p>3. Mathematics Pathways</p>	<p>Ms. Abbey Ivey and Dr. Ciez-Volz provided an update on the Florida Student Success Center’s initiative to align mathematics pathways to programs of study. Based upon recommendation from the Florida Mathematics Re-Design Workgroups from June 2019, legislation was enacted during the 2021 Legislative Session to create three mathematics pathways for students that align courses to programs, meta-majors, and careers.</p> <p>A committee comprised of representatives from the SUS, FCS and school district career centers collaborated to identify the three mathematics pathways and their corresponding courses sequences. The three pathways proposed by the committee include:</p> <ul style="list-style-type: none">• Algebra through Calculus - Intended for students whose academic program requires a foundation of algebra, followed by a sequence of courses that may lead to calculus.• Statistical Reasoning - Students in the statistical reasoning pathway will gain a statistical knowledge foundation in areas such as descriptive statistics, probability, and inferential statistics that will allow them to use and interpret data.• Mathematics Thinking in Context - Recognizes mathematics as a characteristically human endeavor, and is intended for students in the broadest range of programs of study. In this pathway, students will explore a variety of mathematical concepts utilizing multiple ways of thinking to formulate and solve problems in context.

	<p>Once the proposed pathways are established in State Board of Education Rule and Board of Governors Regulation, institutions can begin local implementation activities, such as revisions to course curriculum maps, course catalogs, etc. Full implementation is expected during the 2024-2025 academic year.</p> <p><i>A motion was made by Chair Hudson to table the approval until the next meeting of the ACC to allow members more time to review the proposed pathways against current rule and regulation. The motion was seconded by Dr. Gater; the motion to table the item was approved by unanimous vote.</i></p>
<p>Updates</p>	
<p>1. DOE Update: Alternative Placement Methods</p>	<p>Mrs. Abbey Ivey provided an update on alternative methods to assess college-level computation and communication. During the 2021 Legislative Session, Senate Bill 366 amended multiple Florida Statutes to expand the mechanisms institutions may use to assess readiness for college-level work. In addition to identifying approved common placement tests, the State Board of Education is required to adopt rules to develop and implement alternative methods for assessing communication and computation skills that specify the alternative methods and associated minimum standards that Florida College System (FCS) institutions may use.</p> <p>Revisions to State Board of Education Rule 6A-10.0315, Florida Administrative Code, now allow FCS institutions to use approved alternative methods in lieu of, or in addition to, common placement testing to determine college readiness for dual enrollment, developmental education, admissions and meta-major advising.</p> <p>The Florida Automated System for Transferring Educational Records (FASTER) is being updated for the 2022-2023 academic year to incorporate all approved alternative methods. Reporting the use of alternative methods to the department is anticipated to begin starting with the 2023-2024 academic year.</p>

<p>2. DOE Update: Upcoming Changes to the SAT/PSAT</p>	<p>Dr. Carrie Henderson provided an update on the transition of the College Board SAT Suite of Assessments to a digital format beginning in the Spring of 2023. Specifically, the timeline for administering the Digital SAT Suite is:</p> <ul style="list-style-type: none"> • Spring 2023 – International SAT • Fall 2023 – PSAT/NMSQT • Spring 2024 – United States SAT <p>Beginning with the Digital PSAT/NMSQT scheduled for Fall 2023, College Board will only provide the three-digit Total Score and Section Scores for Mathematics and Evidence-Based Reading and Writing.</p> <p>The Division of Florida Colleges is currently working with the Department’s Bureau of PK-20 Education Reporting and Accessibility, the Board of Governors, and College Board, regarding changes to the SAT Suite of Assessments; current rule indicates two-digit Section Scores to determine college readiness.</p>
<p>3. DOE Update: General Education Digital Badges</p>	<p>Ms. Katie Grissom provided an update on general education digital badges, as required by Section 1007.25(4), Florida Statutes.</p> <p>Public postsecondary institutions must award students a nationally recognized digital badge upon completion of general education core courses that demonstrate career readiness, beginning with students who initially enter a postsecondary institution in the 2022-2023 academic year.</p> <p>The goal of the digital badge is not to change the content of general education core courses, but rather, to help the student translate what they learned in general education courses to knowledge, skills and abilities that employers require. The following guiding principles drive the process to create digital badges.</p> <ul style="list-style-type: none"> • Academic instruction results in skills that students need to be prepared for their careers. • Faculty drive the process of identifying the competencies that demonstrate career readiness skills. • Students should be able to easily access information about their education and training.

	<p>Faculty reviewers representing Florida College System institutions and State University System institutions provide feedback on the subject matter components of the template, which includes four components:</p> <ul style="list-style-type: none"> • Definition of digital badge competency; • Required course(s) chosen to earn the badge; • Learning outcomes of the digital badge; and • Career readiness competencies aligned with the digital badge. <p>The initial faculty review resulted in the creation of the first digital badge, Fundamentals of Written Communication, which is proposed as a new General Education Digital Badge field on the P01 Record Format in FASTER for postsecondary institutions to identify any digital badges a student may earn. Up to nine additional codes may be added to FASTER as the faculty reviews result in new digital badges.</p> <p>Institutions will need to update catalogs beginning in Fall 2022 so that students can distinguish which general education core courses are linked to earning a digital badge, which must be granted to eligible students. Institutions will also be required to report digital badges through state reporting.</p>
<p>4. DOE Update: FASTER</p>	<p>Ms. Abbey Ivey provided a brief update on upcoming changes to FASTER, specifically, the aforementioned changes relating to digital badges and alternative methods. The annual school year update is tentatively scheduled for September 2022.</p>

5. DOE Update:
Legislative

Dr. Carrie Henderson provided an update on legislation enacted during the 2022 Legislative Session. Highlights from articulation-related legislation include:

- Dual Enrollment
 - Requires that instructional materials be free-of-charge for all students.
 - Postsecondary institutions cannot require payment for materials eligible for reimbursement.
 - Institutions have 30 days after regular registration to report students for reimbursement of tuition/instructional materials costs.
 - The Department must distribute reimbursements no later than 30 days upon receipt of an institution's submission.
 - Appropriation of \$18,050,000 to support dual enrollment programs within the 2022-2023 fiscal year.
- Uniform Award of Credit for Law Enforcement Training
 - ACC to convene a workgroup to create a process for determining course equivalencies for law enforcement training and experience.
 - ACC to approve a prioritized list of postsecondary course equivalencies and minimum postsecondary credit or clock hours that must be awarded for law enforcement training and experience.
- Statewide Course Numbering System (SCNS)
 - Codifies many current practices related to SCNS maintenance.
 - Requires adoption of rules related to course information and regularly scheduled faculty committee reviews.
- Institutional Accreditation
 - Prohibits FCS institutions from being accredited by the same agency or association for consecutive accreditation cycles.
 - Expires December 31, 2032.

	<ul style="list-style-type: none">• Textbook Affordability<ul style="list-style-type: none">○ Lists of textbooks/instructional materials must be searchable and remain posted for at least five academic years.○ Modifies syllabi requirements for general education core courses.• Education for Student Inmates<ul style="list-style-type: none">○ Authorizes the Department of Corrections to contract with FCS institutions to provide educational services to inmates.○ Provides state funds for operating workforce programs may be expended on an inmate with 24 months or less remaining on their sentence.• Fee Waivers/Exemptions<ul style="list-style-type: none">○ Disabled Veterans○ Homeless Youth○ Former Foster Youth• Informational Topics<ul style="list-style-type: none">○ Linking Industry to Nursing Education (LINE) Fund to incentivize collaboration between nursing education programs and health care partners.○ PIPELINE – An allocation of funds to public postsecondary institutions based on the performance of nursing education programs.○ Biennial Gap Analysis – The Florida Center for Nursing is required to complete an analysis of supply and demand within the healthcare workforce.○ Certification Pathway for Veterans○ Florida Law Enforcement Academy Scholarship Program - \$5 million for recruitment○ Law Enforcement Officer Reimbursement Program – \$1 million appropriated for applicants who relocate from out of state to become full-time law enforcement
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<p>6. Florida Virtual Campus Updates</p>	<p>Nashla Dawahre provided an update on Florida Virtual Campus (FLVC) activities, including the addition of a new member to the FLVC Student Services Team, Sarah Michael Anderson, as well as three vacancies for which they will soon be advertising: Assistant Director for Distance Learning, Senior Administrative Specialist, and Administrative Specialist.</p> <p>She then gave an update on the Florida Shines Network RESTrofit Project, which seeks to re-establish institution connections to interface local student advising systems with the statewide computer-assisted student advising system, pursuant to s. 1006.73(4)(b), F.S. FLVC is currently onboarding institutions to upgrade their current connections with FLVC services. Both Valencia College and the University of Florida are complete; there are seven other institutions that are in various phases of implementation.</p>
<p>Adjournment</p>	<p><i>A motion to adjourn the meeting was made by Chair Hudson and was seconded by Dr. Gater; the adjournment was approved by unanimous vote.</i></p> <p>Chair Hudson adjourned the meeting at 3:28 p.m.</p>

Presenter: Dr. William Hudson

Action Item #2: Common Prerequisite Manual Changes

Appendix A: Common Prerequisite Manual Changes

The following proposed changes to the Common Prerequisite Manual were approved by the ACC Oversight Committee.

Program Changes:

CIP	Title	Institution	Change
15.1005	Construction Management	UF	<p>Remove SPNX180 & SPNX120</p> <p>COMX000 & SPCX608</p> <p>PHYX004/L &PHYX005/L</p> <p>ECOX023</p>
44.0701	Social Work	FIU	<p>Add DEPX000 or DEPX004</p>

Presenter: Lynda Page

Action Item #3: Credit-by-Examination Equivalencies
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Appendix B: ACC Credit-by-Examination Equivalencies 2022

The following changes were made to the list for the 2022-2023 academic year based on the feedback of postsecondary reviewers representing the Florida College System and the State University System of Florida.

International Baccalaureate (IB):

Exam	IB Score of 4 Minimum 3 credits per exam.	IB Score of 5-7 Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers
Math Analysis and Approaches (SL)	<u>MGF X106</u> <u>MAC X105^{core}</u>	<u>MGF X106</u> <u>MAC X105^{core} and MAC X140</u>
Math Analysis and Approaches (HL)	MAC X105 ^{core}	<u>MAC X105^{core} and MAC X311^{core} or MAC X140</u> <u>or MAC X147</u>
Math Applications and Interpretations (SL)	MAC X105 ^{core}	MAC X105 ^{core} and <u>MAC X140</u> <u>MGF X106</u>
Math Applications and Interpretations (HL)	MAC X140	<u>MAC X140 and MAC X147</u> <u>or STA X023^{core}</u>

Presenter: Abbey Ivey

Action Item #4: Credit-by-Examination Equivalencies

Appendix C: Dual Enrollment Course-High School Subject Area Equivalency Lists

Appendix C includes the proposed 2022-2023 Dual Enrollment-High School Subject Area Equivalencies Lists. The course equivalencies remain the same from the previous year.

Action Item #5: Mathematics Pathways

Appendix D: Mathematics Pathways Presentation from the June 14, 2022, ACC Meeting

The following proposed mathematics pathways were identified and developed by the cross-sector Mathematics Pathways Committee as required by Senate Bill 366 (2021).

Proposed Pathways:

Pathway	Description	General Education Core Course
Algebra through Calculus	This pathway is intended for students whose academic program requires a foundation of algebra, followed by a sequence of courses that may lead to calculus.	MAC X105 College Algebra
Statistical Reasoning	Statistics is inherently a data-based discipline that requires students to recognize variability in data and to take it into account to make decisions in a way that acknowledges and quantifies uncertainty. Students in the statistical reasoning pathway will gain a statistical knowledge foundation in areas such as descriptive statistics, probability, and inferential statistics that will allow them to use and interpret data.	STA X023 Statistical Methods I
Mathematical Thinking in Context	This pathway recognizes mathematics as a characteristically human endeavor, and is intended for students in the broadest range of programs of study. In this pathway, students will explore a variety of mathematical concepts utilizing multiple ways of thinking to formulate and solve problems in context.	Mathematical Thinking (new course)

Presenters: Abbey Ivey, Dr. Kathleen Ciez-Volz, Dr. Julie Phelps and Dr. Teresa Dorman

Action Item #6: Military Equivalency List

Appendix E: Credit or Clock Hour Military Experience Equivalency List

The Office of Articulation will present the updated Statewide Credit for Military Experience Equivalency List for approval. The course equivalencies remain consistent with the list approved previously. The updated list includes additional clarifying information based on feedback received from the field. Specifically, the list identifies:

- ACE course/occupation ID and title;
- Passing score/rank;
- Minimum credit hours to be awarded;
- Equivalent clock hours;
- American Council on Education (ACE) recommended credit distribution by discipline;
- Aligned credit hour courses;
- Aligned clock hour courses; and
- Skills required to be demonstrated prior to award of credit or clock hours.

Presenter: Abbey Ivey