

Articulation Coordinating Committee

February 28, 2018
1:00 – 4:00 p.m., EST

Dial in: 888-670-3525
Code: 2485005088

Introduction	
Welcome and Chair Comments	Dr. Ed Massey
Action Items	
1. Approval of October 25, 2017 Meeting Minutes	Dr. Ed Massey
2. Updates to Program Requirements in the Common Prerequisite Manual	Todd Clark/Lynda Page/Jeremy Hudak
3. New additions and revisions to the ACC Credit-by-Exam Equivalencies	Amanda Walker
4. Updates to Statewide Articulation Agreement for Practical Nursing	Kathleen Taylor
5. Gold Standard Pathways Statewide Articulation Agreements	Kathleen Taylor
6. New additions and revisions to the Dual Enrollment Course-High School Subject Area Equivalency List	Amanda Walker
7. Statewide policy related to using FASTER for sending educational records between K12 schools, colleges, and universities	Levis Hughes
Discussion Items	
8. An update on the work related to the educational attainment goal	Chancellor Pumariega
9. Update on the work for Postsecondary Civics Literacy	Jan Ignash and Karinda Barrett

Next ACC Meeting: May 23, 2018 in Tallahassee

**ACC Membership
February 2018**

Florida College System	State University System	Career and Adult Education
Ed Massey – Chair Indian River State College	Jennifer Buchanan Florida State University	Sylvia Jackson Gadsden County Public Schools
Karen Borglum Valencia College	William Hudson Florida A&M University	Anna Lebesch St. Johns River State College

K12 Education	Nonpublic Education	Students
Vanessa Hilton Pasco County Schools	Theresa Antworth ICUF	Brielle Crooms Florida A&M University
Scott Fritz Osceola County Public Schools	Tim Worley Palm Beach Atlantic University	

**Articulation Coordinating Committee
February 28, 2018**

Item #1: Approval of October 25, 2017 Meeting Minutes

ACC Action: Approval

**Articulation Coordinating Committee
October 25, 2017**

Meeting Minutes

Members Participating: **Jennifer Buchanan, Acting Chair**, Florida State University
 Theresa Antworth, Independent Colleges & Universities of Florida
 Karen Borglum, Valencia College
 Karen Clarke, Alachua County Public Schools
 Brielle Crooms, Florida A&M University
 Sylvia Jackson, Gadsden Technical Institute
 Tim Worley, Palm Beach Atlantic University

Introduction	
Welcome & Comments	Acting Chair Jennifer Buchanan called the meeting to order at 1:00 p.m. She then welcomed members and attendees to the meeting. After a brief announcement by Mr. Todd Clark regarding housekeeping matters, Dr. Buchanan introduced the newest member of the ACC, Tim Worley. Mr. Worley, Vice President for Admissions at Palm Beach Atlantic University, was appointed to represent nonpublic educational stakeholders on the ACC.
Action Items	
1. Approval of May 17, 2017 Meeting Minutes	Motion to approve the minutes was made by Dr. Sylvia Jackson and was seconded by Karen Clarke; the meeting minutes were approved by unanimous vote.
2. Updates to Program Requirements in the Common Prerequisite Manual (CPM)	<p>Lynda Page presented revisions to the CPM in the following program areas, as recommended by the ACC Oversight Committee:</p> <p style="padding-left: 40px;">52.0203 Supply Chain Management (FAMU, Florida Polytechnic, UNF, UWF) – clarifies footnotes regarding EGSX625 (Florida Polytechnic only) and BULX241 (not required by FAMU).</p> <p style="padding-left: 40px;">52.0206 Nonprofit Management at UCF - new program in new CIP.</p> <p>Motion to approve the university-related CPM revisions was made by Theresa Antworth and was seconded by Karen Borglum; the item was approved was unanimous vote.</p> <p>Ms. Jhenai Chandler presented college-related technical changes to the CPM for the following program areas, as recommended by the ACC Oversight Committee.</p> <p style="padding-left: 40px;">13.1210 Early Childhood Education – reduces program prerequisites from (Tracks 2, 3) seven courses to one, consistent with other education preparation programs.</p> <p style="padding-left: 40px;">15.999 Engineering Technology – add program length of 128 credit hours</p>

	<p>51.3801 Nursing – add footnote (2) that CHMXXXX is not required as a prerequisite for the BSN program at FGCU.</p> <p>There was no discussion regarding the technical changes; therefore, the changes were accepted as presented.</p>
<p>3. New Additions to the ACC Credit-by-Examination Equivalencies</p>	<p>Todd Clark introduced Amanda Walker, Acceleration Specialist for the Office of Articulation, who provided a brief history of the Advanced Placement Computer Science Principles course and provided data related to how other states are awarding credit-by-examination. Many states award credit for a beginning or introductory course in computers, due to the lack of predefined programming language referenced in the course syllabi.</p> <p>After review and input of the course by SCNS Faculty Staff and research into other states’ best practices, the recommendation before the ACC is to amend the ACC Credit-by-Examination Equivalencies List to award credit for COPX000 to students who make a passing score of “3” or higher on the examination.</p> <p>Motion to approve the addition to the ACC Credit-by-Examination Equivalencies List was made by Sylvia Jackson and was seconded by Brielle Crooms; the item was approved was unanimous vote.</p>
<p>4. Update to Statewide Articulation Agreement for Early Childhood Education</p>	<p>Ms. Anne Nyman, Education and Training Supervisor for the Division of Career and Adult Education, presented on changes needed to the Statewide Articulation Agreement for Early Childhood Education (ECE), based on a 2015 review of the program by stakeholders. The review resulted in the program hours for the ECE program being reduced from 63 credit hours to 60 credit hours. While the change was implemented in practice, the agreement itself was not amended.</p> <p>Motion to approve changes to the ECE Articulation Agreement was received by Karen Clarke and was seconded by Sylvia Jackson; the item was approved by unanimous vote.</p>
<p>Discussion Items</p>	
<p>5. New Statewide Policy related to Using FASTER for Sending Transcripts between K-12 Schools, Colleges, and Universities</p>	<p>Mr. Levis Hughes, Chief of Student Financial Assistance, led a discussion about the Florida Automated System for Transferring Educational Records (FASTER), a major function of which is the transportation of transcript information between educational institutions.</p> <p>After presenting a brief history of FASTER and SPEEDE/ExPRESS (the national student record transfer system), Mr. Hughes brought to light an issue, or concern, with the use of third party electronic image-only (PDF) transcripts for the transfer of student records. While Florida school districts, public universities, and community/state colleges all utilize FASTER, not all use it for the same purposes. Most school districts use FASTER for sending transcripts between other school districts and postsecondary institutions, and all use it for determining eligibility for</p>

	<p>Florida’s state scholarship programs. However, in recent years there has been an increase in Florida’s educational institutions contracting with private transcript companies to provide electronic images (PDF) of transcripts directly to students, for a fee. These electronic images (PDF) are not subjected to data validation and must be manually entered by the receiving institution, which creates a potential for transcription errors and an increase in costs to the receiving institution associated with the manual data entry.</p> <p>FASTER and SPEEDE/ExPRESS work in coordination to provide transcript services for all Florida students by processing student records as efficiently and effectively as possible at minimal or zero cost to state institutions. As a transfer mechanism, FASTER provides a print capability for schools, but does not provide PDFs or data directly to students. As such, FASTER is in the process of developing a self-serve portal where students may request their data be sent from one institution to another.</p> <p>Discussion between members indicated that Florida’s institutions should be encouraged to utilize the FASTER system for the transfer of educational records, to decrease costs to the receiving institution and provide students with timely access (at no cost) to their transcript information.</p> <p>Office of Articulation staff will work with the FASTER Steering Committee to formalize a policy statement from the ACC to Florida’s institutions regarding the use of the FASTER system for the transference of student records. Members will be provided with the draft policy statement at the next meeting of the ACC.</p>
<p>6. Educational Attainment Goal Update</p>	<p>Ms. Judy Green presented an update on the educational attainment goal on behalf of Dr. Chris Mullin. Through Challenge Grants awarded by the Lumina Foundation and the Helios Foundation, Florida has begun the collaborative work needed to enact stronger state policies to increase postsecondary attainment. A communications firm has been secured through the grant funding and the first meeting with local education leaders and business partners, such as CareerSource and the Florida College Access Network (FCAN), has been held. The goal is to increase the number of Americans who hold high-quality postsecondary credentials to 55% by year 2025.</p> <p>The workgroup has three additional meetings planned; the next meeting will be held at the Florida State University, Panama City Campus, on November 13, 2017, from 11:30 a.m. to 1:30 p.m.</p>
<p>7. SBE Strategic Plan (Seamless Articulation) Update</p>	<p>Ms. Jhenai Chandler presented an update on the State Board of Education Strategic Plan goal of “seamless articulation” on behalf of Dr. Chris Mullin. The Division of Florida Colleges has identified the following activities related to goal attainment:</p> <ul style="list-style-type: none"> • revive performance-based funding • increase postsecondary continuation rates • increase dual enrollment participation <ul style="list-style-type: none"> ○ recent studies show that students who participate in dual enrollment at a community college spend less time-to-degree

	<ul style="list-style-type: none"> • promote articulation rates • promote workforce demand <ul style="list-style-type: none"> ○ the Associate in Science (AS) degree approval process will be reviewed and/or enhanced to ensure that programs meet need based on workforce demand; ○ the Department of Economic Opportunity projections portal will be incorporated to ensure that regional demands are being met.
8. Postsecondary Civics Literacy Update	<p>Dr. Karinda Barrett presented an update on Postsecondary Civics Literacy to members. Students initially entering a Florida college or university in the 2018-2019 school year and thereafter, must demonstrate competency in civic literacy, either through successful completion of a civic literacy course or by achieving a passing score on an assessment.</p> <p>A Faculty Committee has been appointed to (1) develop a new course in civic literacy or revise an existing general education core course to include civic literacy and (2) establish course competencies and identify outcomes that include (at a minimum):</p> <ul style="list-style-type: none"> • understanding of basic principles of American democracy and how they are applied in our republican form of government, • understanding of the U.S. Constitution, • knowledge of the founding documents and how they shaped the nature and functions of our institutions of self-governance, and • understanding of landmark Supreme Court cases and their impact on law and society. <p>The Faculty Committee has held their first meeting and have a series of conference calls scheduled to discuss a recommendation. Feedback will be solicited from the SUS Council of Academic Vice Presidents and the FCS Council on Instructional Affairs, in addition to feedback gathered through the rulemaking process for the State Board of Education. Full ratification by the sectors should occur by March 2018 for Fall 2018-2019 implementation.</p>
9. Florida Student Achievement for ACT Scores Report	<p>Mr. Todd Clark provided an update on ACT test scores to members. A data comparison between 2016 and 2017 indicates that fewer Florida students (all students, not just public school students), took the ACT overall; this is believed to be due to changes implemented with the SAT examination.</p> <p>Key findings of the report indicate that although Florida does not require the ACT examination, there are overall a large number of ACT test takers and a large number of minority ACT test takers. Additionally, the percentage of students meeting their college-ready benchmarks was comparable between years, as was the ACT average composite score.</p> <p>Dr. Jan Ignash requested a data comparison between Florida and other states; Mr. Clark will share broader results with members directly.</p>
Next ACC Meeting	Next meeting is planned for February 21, 2018 via conference call. 2:20 adjourned.

**Articulation Coordinating Committee
February 28, 2018**

Item #2: Revisions to the Common Prerequisite Manual

ACC Action: Approval

See Appendix A

CIP Area	Title	Institution(s)	Action	Oversight Committee Recommendation
15.0000 Track 2	Electrical Engineering Construction Track	UWF	Aligns with approved prerequisites in 15.1001.	Approval
15.9999 Track 2	Internet of Things	FIU	New Degree Program different than Engineering Technology Daytona State Track 1	Approval
52.0701	Entrepreneurship	FSU	New Course	Approval

Technical Changes

CIP Area	Title	Institution(s)	Action
13.1001	Special Education, General	SPC	Correct the number of credit hours from 124 to 125.
13.1202	Elementary Teacher Education	SPC	Correct the number of credit hours from 123 to 120
13.1311	Secondary Mathematics Education	MDC	Correct the number of credit hours from 131 to 120
13.1322	Biology Teacher Education	SPC	Correct the number of credit hours from 123 to 121
51.2208	Community Health	FGCU	Program deleted.
09.0102	Communication (Mass) Media Studies	FGCU	Delete FGCU reference.
09.0101	Speech Communication and Rhetoric	FGCU	Add FGCU to page.
09.0702 Track 2	Digital Communication	FGCU	Delete FGCU reference.
30.0000	Multi- /Interdisciplinary/Integrated Studies	FGCU	Add FGCU to page. Added slight clarification in title to include FGCU's program
51.0000 Track 3	Health Sciences	UCF	Deleted "Pre-Clinical" and added "Health Sciences" in track name

**Articulation Coordinating Committee
February 28, 2018**

Technical Changes (continued)

CIP Area	Title	Institution(s)	Action
04.0601	Landscape Architecture	UF	Changed program length to 144 credit hours
14.2701	Industrial & Systems Engineering	UF	Changed program length to 125 credit hours
27.0501	Statistics	FIU	Notification of BS in Statistics at FIU being Terminated.

Presenters: Todd Clark/Lynda Page/ Jeremy Hudak

**Articulation Coordinating Committee
February 28, 2018**

Item #3: New additions and revisions to the ACC Credit-by-Exam Equivalencies

ACC Action: Approval

See Appendix B

Updates for approval:

A. In the narrative section:

- a. Change to reflect the merging of the Excelsior College Exams under UExcel.
- b. Clarification to language for total credit-by-exam credits that may be awarded/transferred.
- c. Clarification to language regarding exams that are not listed on the document.
- d. Removal of the reference to DSST (DANTES) in the Other Exam Programs section.

B. In the individual exam sections:

- a. For all sections: Removal of redundant verbiage “Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites.”
- b. For Cambridge AICE and International Baccalaureate (IB) sections: Inclusion of reference to section 1007.27(8), Florida Statutes, limiting credits awarded to a maximum of 30.
- c. Excelsior College Examination section has been removed and exams have incorporated into the UExcel section.

C. In the section for Advanced Placement (AP) Exams:

Exam	AP Exam Score of 3	AP Exam Score of 4	AP Exam Score of 5	Comments
Art History	ARH X000 ^{core} (min. 3 credits)	ARH X000 ^{core} & ARH X050 or X051 (min. 6 credits)	Same as 4	<i>New recommendation of credit for score 4-5 ensuring Gen Ed Core credit for the student.</i>

D. In the section for Cambridge AICE Exams:

Exam	Passing Score of “A”, “B”, “C”, “D”, “E” (grades are not based on the American “A”-“F” grading scale)	Comments
Divinity (AS Level)	REL X210 (min. 3 credits)	<i>New Exam</i>
Divinity (A Level)	REL X 210 & REL X240 (min. 6 credits)	<i>New Exam</i>

E. In the section for International Baccalaureate (IB):

Exam	IB score of 4	IB score of 5-7	Comments
Environmental Systems and Societies (Standard Level)	EVR X001 ^{core} or EVR X002 (min. 3 credits)	Same as 4	<i>Course rewrite resulted in change to current recommendation.</i>
History (Standard Level)	WOH X030 (min. 3 credits)	Same as 4	<i>Course rewrite resulted in change to current recommendation.</i>
History (Higher Level): History of Africa and the Middle East	WOH X030 (min. 3 credits)	WOH X030 and WOH X031	<i>Course rewrite resulted in change to current recommendation.</i>
History (Higher Level): History of the Americas	WOH X030 (min. 3 credits)	WOH X030 and AMH X010 or AMH X020 ^{core}	<i>Course rewrite resulted in change to current recommendation.</i>
History (Higher Level): History of Asia and Oceania	WOH X030 (min. 3 credits)	WOH X030 and WOH X031	<i>Course rewrite resulted in change to current recommendation.</i>
History (Higher Level): History of Europe	WOH X030 (min. 3 credits)	WOH X030 and WOH X031	<i>Course rewrite resulted in change to current recommendation.</i>
Literature and Performance (Standard Level)	THE X300 (min. 3 credits)	Same as 4	<i>New Exam</i>
Mathematical Studies (Standard Level)	MAC X105 ^{core} (min. 3 credits)	Same as 4	<i>Course rewrite resulted in change to current recommendation.</i>
Theatre (Standard Level)	THE X000 ^{core} or THE X020 (min. 3 credits)	Same as 4	<i>Course rewrite resulted in change to current recommendation.</i>
Theatre (Higher Level)	THE X000 ^{core} or THE X020 (min. 3 credits)	THE X000 ^{core} or THE X020 and	<i>Course rewrite resulted in change to current</i>

		one semester in THE, TPA, or TPP depending on student's strengths (min. 6 credits)	<i>recommendation.</i> All students study core topics in dramatic literature, performance and stagecraft. Higher Level students do an independent project in a Theater Arts subject of their choice.
World Religions (Standard Level)	REL X300 (min. 3 credits)	Same as 4	<i>New Exam</i>

F. In the section for DSST Examination Program:

Exam	Passing Score 400	Comments
Business Math	QMB X001 (min. 3 credits)	<i>No change from current recommendation</i>
Criminal Justice	CCJ X000 or X020 (min. 3 credits)	<i>No change from current recommendation</i>
Environmental Science	EVR X002 or ISC X003 (min. 3 credits)	<i>Exam rewrite resulted in change to current recommendation.</i>
Fundamentals of College Algebra	MAC X105 ^{core} (min. 3 credits)	<i>Exam rewrite resulted in change to current recommendation.</i>
Math for Liberal Arts	MGF X106 ^{core} (min. 3 credits)	<i>New Exam</i>
Principles of Advanced English	ENC X101 ^{core} (min. 3 credits)	<i>New Exam</i>
Technical Writing	ENC X210 (min. 3 credits)	<i>No change from current recommendation</i>

G. In the section for UExcel:

Exam	Passing Score of C	Comments
Contemporary Mathematics	MGF X106 ^{core} (min. 3 credits)	<i>New Exam</i>
Earth Science	ESC X000 ^{core} (Min. 3 credits)	<i>Exam rewrite resulted in change to current recommendation.</i>
Introduction to Philosophy	PHI X010 ^{core} (min. 3 credits)	<i>New Exam</i>
Juvenile Delinquency	CCJ X500 (min. 3 credits)	<i>New Exam</i>
Precalculus Algebra	MAC X105 ^{core} (min. 3 credits)	<i>New Exam</i>
Weather & Climate	MET X010 (min. 3 credits)	<i>New Exam</i>

H. In the section for Defense Language Proficiency Test (DLPT):

Exam	Score 3-3+	Score 4-5	Comments
Albanian	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Arabic (Saudi)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Arabic (Sudanese)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Arabic (Yemeni)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Azerbaijani	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Cebuano	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Chavacano	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Dari-Afghan	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
French	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Greek (Modern)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Haitian Creole	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>

		credits)	
Hebrew	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Indonesian	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Korean	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Kurdish (Sorani)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Norwegian	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Pashto-Afghan	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Persian (Farsi/Urdu)	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Punjabi	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Serbian/Croatian	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Somali	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Spanish	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Tagalog	Two semesters of	Two semesters of elementary	<i>New Exam</i>

	elementary language (min. 6 credits)	language and one semester intermediate language (min. 9 credits)	
Tausug	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Turkish	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Urdu	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Uzbek	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>
Yoruba	Two semesters of elementary language (min. 6 credits)	Two semesters of elementary language and one semester intermediate language (min. 9 credits)	<i>New Exam</i>

Articulation Coordinating Committee
February 28, 2018

Item #4: Update to Statewide Articulation Agreement for Practical Nursing

ACC Action: Approval

The Statewide Articulation Agreement is online at this site:

<http://fldoe.org/core/fileparse.php/7525/urlt/p1-practicalnursing.rtf>

Changes to the agreement are documented on the next page.

Presenter: Kathleen Taylor

Florida Department of Education

Postsecondary Adult Vocational (PSAV) to AAS/AS Degree Articulation

Statewide Agreement Worksheet Summary

PSAV Program Name: Practical Nursing
PSAV CIP Number: 0347.060500
035.1390101
PSAV Program Number: H170605 H170607

AAS/AS Degree Name: ~~Registered Nursing~~
Nursing R.N.
AAS/AS AS CIP Number:
~~0348.110100/1348.140400~~ 1351.380100

Admission Requirements: Students entering the ~~Associate in Applied Science and or the Associate in Science Program in~~ Registered Nursing Nursing R.N. must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion. Students must meet the requirements of State Board Rule 6A-10.0315(3), FAC Common Placement Testing and Instruction (College preparatory testing, placement, and instruction). Unless otherwise exempt, students earning scores less than those listed in the rule shall enroll in college preparatory communication and computation instruction. be advised of all the developmental education options offered at the institution and, after advisement, shall be allowed to enroll in the developmental education option of his or her choice

Other admission requirements: Students must enter the Associate Degree program within five years of their completion dates. Students must meet the college's entry, residency, completion and academic requirements.

Validation Mechanisms: Completion of a Practical Nursing program in Florida, and current Florida licensure as a Practical Nurse.

School district technical ~~center~~ college/center and ~~community~~ state college faculty committee met and agreed to propose that the 1350 clock hour program in Practical Nursing shall articulate ten (10) college credit hours to the AAS/AS AS Degree in Registered Nursing Nursing R.N. This agreement does not preclude but encourages the awarding of additional credits by any college through local agreements.

~~Community~~ State College: ~~AAS/AS in Registered Nursing~~ AS in Nursing R.N.

Total ~~AAS/AS~~ AS Degree Program 72 credit hours

Will award course credits or a block of credit toward ~~AAS/AS~~ AS program for 10 (ten) hours of college credit.

Articulation Coordinating Committee
February 28, 2018

Item #5: Gold Standard Career Pathways Statewide Articulation Agreements

ACC Action: Approval

Provided below are six Gold Standard Career Pathways Statewide Articulation Agreements for approval that have been reviewed by state college faculty and administrative representative (statewide), who were consulted and approved these agreements of college credit to the identified Associate in Science (A.S) degree programs.

Certifications are first approved by CareerSource Florida, through the identification of the Comprehensive Industry Certification List. Next certifications from the Comprehensive list are selected and developed by the Division of Career and Adult Education within the Florida Department of Education through Rule 6A-6.0573(3), Florida Administrative Code to appear on the Industry Certification Funding List. Certifications included on the funding list that are achieved by students ensure that a student has met a specified level of competency, validated by a third party. Certifications added to this list are reviewed and evaluated by state college faculty and administrative representatives (statewide). Representatives from all state colleges offering the applicable degree programs are invited to participate. These representatives select and approve certifications and identify an appropriate number of college credit hours guaranteed to articulate based on a comparison of the skills required by the certifications and the A.S. degree curricula.

Upon ACC approval, these agreements will be considered by the State Board of Education at the next available meeting.

Presenter: Kathleen Taylor

Florida Department of Education

Statewide Articulation Agreement Industry Certification to AAS or AS Degree Program

AAS or AS Degree Name:	Aerospace Technology		
CIP Number(s):	AAS:	*	AS: 1615080100
Industry Certification:	Aerospace / Aircraft Assembly (AAA)		Code: NCATT003
College Credit:	This Gold Standard Career Pathways Statewide Articulation Agreement guarantees the minimum award of course credits or a block of credit toward the above AS program is <u>9</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.		
Validation Mechanism:			
To be eligible for articulation, the student must show evidence of their current Aerospace / Aircraft Assembly (AAA) Certification and it must have been issued within three (3) years prior to their enrollment in the program.			
Rationale/Justification:			
The Aerospace / Aircraft Assembly (AAA) Certification represents industry acknowledgement of technical skill attainment of competencies in the Aerospace Technology Program.			
Applicability:			
State college administrators (statewide) were consulted and agreed that the " Aerospace / Aircraft Assembly (AAA) Certification " shall articulate nine (9) college credit hours to the AS Degree in <u>Aerospace Technology</u> .			
Articulated credit awarded under this agreement may only be applied to the above AS or AAS Degree Program.			
Date Presented to ACC	ACC Recommendation	Date Submitted to SBE	SBE Status
February 21, 2018			

* Certain programs may not have an AS or AAS degree available.

Florida Department of Education

Statewide Articulation Agreement Industry Certification to AAS or AS Degree Program

AAS or AS Degree Name:	Agriculture Production Technology		
CIP Number(s):	AAS:	*	AS: 1101000000
Industry Certification:	Agriculture Associate Certification	Code:	FLFBR007
College Credit:	This Gold Standard Career Pathways Statewide Articulation Agreement guarantees the minimum award of course credits or a block of credit toward the above AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.		
Validation Mechanism:			
To be eligible for articulation, the student must show evidence of their current Agriculture Associate Certification and it must have been issued within three (3) years prior to their enrollment in the program.			
Rationale/Justification:			
The Agriculture Associate Certification represents industry acknowledgement of technical skill attainment of competencies in the Agriculture Production Technology Program.			
Applicability:			
State college administrators (statewide) were consulted and agreed that the " Agriculture Associate Certification " shall articulate three (3) college credit hours to the AS Degree in <u>Agriculture Production Technology</u> .			
Articulated credit awarded under this agreement may only be applied to the above AS or AAS Degree Program.			
Date Presented to ACC	ACC Recommendation	Date Submitted to SBE	SBE Status
February 21, 2018			

* Certain programs may not have an AS or AAS degree available.

Florida Department of Education

Statewide Articulation Agreement Industry Certification to AAS or AS Degree Program

AAS or AS Degree Name:	Building Construction Technology		
CIP Number(s):	AAS:	*	AS: 1615100102
Industry Certification:	Manufactured Construction Technology - Level 1 (Secondary)		Code: NCCER098
College Credit:	This Gold Standard Career Pathways Statewide Articulation Agreement guarantees the minimum award of course credits or a block of credit toward the above AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.		
Validation Mechanism:			
To be eligible for articulation, the student must show evidence of their current Manufactured Construction Technology - Level 1 (Secondary) Certification and it must have been issued within three (3) years prior to their enrollment in the program.			
Rationale/Justification:			
The Manufactured Construction Technology - Level 1 (Secondary) Certification represents industry acknowledgement of technical skill attainment of competencies in the Building Construction Technology Program.			
Applicability:			
State college administrators (statewide) were consulted and agreed that the " Manufactured Construction Technology - Level 1 (Secondary) Certification " shall articulate three (3) college credit hours to the AS Degree in <u>Building Construction Technology</u> .			
Articulated credit awarded under this agreement may only be applied to the above AS or AAS Degree Program.			
Date Presented to ACC	ACC Recommendation	Date Submitted to SBE	SBE Status
February 21, 2018			

* Certain programs may not have an AS or AAS degree available.

Florida Department of Education

Statewide Articulation Agreement Industry Certification to AAS or AS Degree Program

AAS or AS Degree Name:	Building Construction Technology		
CIP Number(s):	AAS:	*	AS: 1615100102
Industry Certification:	Manufactured Construction Technology - Level 2 (Secondary)		Code: NCCER099
College Credit:	This Gold Standard Career Pathways Statewide Articulation Agreement guarantees the minimum award of course credits or a block of credit toward the above AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.		
Validation Mechanism:			
To be eligible for articulation, the student must show evidence of their current Manufactured Construction Technology - Level 2 (Secondary) Certification and it must have been issued within three (3) years prior to their enrollment in the program.			
Rationale/Justification:			
The Manufactured Construction Technology - Level 2 (Secondary) Certification represents industry acknowledgement of technical skill attainment of competencies in the Building Construction Technology Program.			
Applicability:			
State college administrators (statewide) were consulted and agreed that the “ Manufactured Construction Technology - Level 2 (Secondary) Certification ” shall articulate three (3) college credit hours to the AS Degree in <u>Building Construction Technology</u> .			
Articulated credit awarded under this agreement may only be applied to the above AS or AAS Degree Program.			
Date Presented to ACC	ACC Recommendation	Date Submitted to SBE	SBE Status
February 21, 2018			

* Certain programs may not have an AS or AAS degree available.

Florida Department of Education

Statewide Articulation Agreement Industry Certification to AAS or AS Degree Program

AAS or AS Degree Name:	Electronics Engineering Technology		
CIP Number(s):	AAS:	*	AS: 1615030301
Industry Certification:	Associate Certified Electronics Technician	Code:	ETAIN008
College Credit:	This Gold Standard Career Pathways Statewide Articulation Agreement guarantees the minimum award of course credits or a block of credit toward the above AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.		
Validation Mechanism:			
To be eligible for articulation, the student must show evidence of their current Associate Certified Electronics Technician Certification and it must have been issued within three (3) years prior to their enrollment in the program.			
Rationale/Justification:			
The Associate Certified Electronics Technician Certification represents industry acknowledgement of technical skill attainment of competencies in the Electronics Engineering Technology Program.			
Applicability:			
State college administrators (statewide) were consulted and agreed that the “ Associate Certified Electronics Technician Certification ” shall articulate <u>three (3)</u> college credit hours to the AS Degree in <u>Electronics Engineering Technology</u> .			
Articulated credit awarded under this agreement may only be applied to the above AS or AAS Degree Program.			
Date Presented to ACC	ACC Recommendation	Date Submitted to SBE	SBE Status
February 21, 2018			

* Certain programs may not have an AS or AAS degree available.

Florida Department of Education

Statewide Articulation Agreement Industry Certification to AAS or AS Degree Program

AAS or AS Degree Name:	Engineering Technology		
CIP Number(s):	AAS:	*	AS: 1615000001
Industry Certification:	Associate Certified Electronics Technician	Code:	ETAIN008
College Credit:	This Gold Standard Career Pathways Statewide Articulation Agreement guarantees the minimum award of course credits or a block of credit toward the above AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.		
Validation Mechanism:			
To be eligible for articulation, the student must show evidence of their current Associate Certified Electronics Technician Certification and it must have been issued within three (3) years prior to their enrollment in the program.			
Rationale/Justification:			
The Associate Certified Electronics Technician Certification represents industry acknowledgement of technical skill attainment of competencies in the Engineering Technology Program.			
Applicability:			
State college administrators (statewide) were consulted and agreed that the “ Associate Certified Electronics Technician Certification ” shall articulate <u>three (3)</u> college credit hours to the AS Degree in <u>Engineering Technology</u> .			
Articulated credit awarded under this agreement may only be applied to the above AS or AAS Degree Program.			
Date Presented to ACC	ACC Recommendation	Date Submitted to SBE	SBE Status
February 21, 2018			

* Certain programs may not have an AS or AAS degree available.

Item #6: New additions and revisions to the Dual Enrollment Course-High School Subject Area Equivalency List

See Appendix C

ACC Action: Approval

- A. Inclusion of post-secondary General Education Core subject area indicators.
- B. Removal of foreign (world) languages that have had no student enrollment for the last three academic years.
- C. Update Physical Education section title to Physical Education: Personal Fitness
- D. Updates to Practical Arts/Career Education Credit section.
 - a. Change title to Practical Arts/Career and Technical Education Credit
 - b. Per section 1007.271(7)(11),F.S., addition of career and technical courses that lead to certifications listed on the CAPE Postsecondary Industry Funding List, and removal of courses that do not fulfill requirements for appropriate certifications.
 - c. Change subject area indicator from Vocational to Career/Tech

Presenter: Amanda Walker

Articulation Coordinating Committee

ACC Meeting

February 28, 2018

Page 25 of 29

February 28, 2018

Item #7: Statewide policy related to using FASTER for sending transcripts between K12 schools, colleges, and universities

ACC Action: Action

FASTER Background and Issues

Background

The electronic mechanism for exchange of transcripts, called the Florida Automated System for Transferring Educational Records (FASTER), has been in place since the 1988-89 academic year. At first, usage was limited as districts, community/state colleges and universities modified their local student records systems to interface with FASTER. Only 28,000 transcripts were exchanged during that first year. Now, well over 1 million electronic transcripts are exchanged annually.

At about the same time that Florida's FASTER system was going into production, Florida banded together with other states to begin developing a nation-wide student record transfer system which has come to be known as SPEEDE/ExPRESS.

FASTER and SPEEDE/ExPRESS work in coordination to provide transcript services for all Florida students processing student records as efficiently and securely as possible at minimal or zero cost to state institutions. As a transfer mechanism, FASTER also provides a print capability for schools, but does not provide PDFs or data directly to students.

Issues

- **FASTER transmissions:**
 - District to district – most, but not all, districts utilize FASTER to send transcripts to other districts.
 - District to postsecondary and postsecondary to postsecondary – most districts and postsecondary institutions use FASTER to send transcripts, however many schools are utilizing private transcript companies instead of FASTER
 - FASTER is the required facility for the submission of Bright Futures and Talented Twenty transcripts, therefore all secondary schools have the capability to send transcripts using FASTER.
- **Cost:** In the past couple of years FASTER staff noticed an increased usage of private transcript companies. The majority of these companies charge students to provide electronic images of printed Florida high school or college/university transcripts to other districts and post-secondary institutions within the state although this same service is offered to students free of charge through FASTER and SPEEDE/ExPRESS.
- **Administrative Costs:** The high schools and postsecondary institutions not utilizing FASTER to send data create additional costs to the receiving institution associated with manually entering the transcript data.

- Example of one university who received 7,000 PDF transcripts rather than FASTER transcripts from colleges and secondary schools that cannot be processed by the university's automation. For that university almost 19% of the transcripts had to be manually processed while they received 37,000 FASTER transcripts. In addition to creating additional costs, manually entering the transcript data slows down the process of admissions for students.
- Accuracy: The electronic image transcripts are not subjected to data validation prior to being forwarded to the high schools and postsecondary institutions. There is also the potential for transcription errors when the data is manually entered into the receiving institutions' systems.

Current Status

- At this time, FASTER is the transfer mechanism for immunization records between districts. The FASTER team and the Department of Health have discussed utilizing FASTER as the transfer mechanism for immunization records between the State Health Online Tracking System (SHOTS) and the districts (Senate Bill 646).
- The Florida Department of Education and all public universities, community/state colleges, and school districts are required to maintain the electronic exchange of student transcripts and associated educational records, including test scores of students in the standard format established by the Articulation Coordinating Committee (ACC) (6A-10.024, F.A.C). FASTER and SPEEDE/ExPRESS participating institutions include:
 - 12 Public Universities (of 12) and
 - 28 Florida college system (of 28) and
 - 67 School Districts (of 67 regular)

Recommendations

- The Articulation Coordinating Committee adopt a policy, pursuant to the authority granted in section 1007.01, Florida Statutes and State Board Rule 6A-10.024 which states in part that "The Department and all public universities, Florida 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" that student transcript sharing between school districts and Florida colleges and universities and other school districts is accomplished using Florida Automated System for Transferring Educational Records (FASTER).

Presenter: Levis Hughes

Articulation Coordinating Committee
February 28, 2018

Item #8: An update on the work related to the educational attainment goal

ACC Action: Discussion

Presenter: Chancellor Pumariega

Articulation Coordinating Committee
February 28, 2018

Item #9: Update on the work for Postsecondary Civics Literacy

ACC Action: Discussion

For background materials, please visit the website at:

<http://fldoe.org/policy/articulation/postsec-civics-lit.stml>

Presenter: Jan Ignash and Karinda Barrett