



DIVISION OF COLLEGE AND CAREER READINESS
DEPARTMENT OF DEVELOPMENTAL STUDIES

AGENDA

Department Meeting
Friday, October 11, 2013
1:00 p.m., I 122

- I. Welcome
 - Success and Accomplishments
- II. Senate Bill 1720 - Updates
- III. QEP Update
- IV. Assessments
- V. The Sunshine Committee – *Professors Buonocore and Vache*
- VI. General Reminders
 - a. Travel procedures
 - b. Textbook and book orders
- VII. Labs Update – *Monica Moore*
- VIII. Adjunct Meeting on Tuesday
- IX. Anything else

Note: We must leave the room by 2:15 in order that it be available for another department meeting.

Next meeting - Friday, November 8, 2013



DEPARTMENT OF DEVELOPMENTAL STUDIES

Department Meeting 10-11-2013

Please sign in

Eileen Deluca	<i>Eileen Deluca</i>
Caroline Seefchak	<i>Caroline Seefchak</i>
Cynthia Baker	<i>Cynthia Baker</i>
Jennifer Barreto	
Karen Buonocore	
Wanda Day	<i>Wanda Day</i>
Sabine Eggleston	<i>Sabine Eggleston</i>
Jennifer Grove	<i>Jennifer Grove</i>
Rebecca Gubitti	<i>Rebecca Gubitti</i>
Renee Hester	<i>Renee Hester</i>
Bert Lawrence	<i>Bert Lawrence</i>
Melanie LeMaster	<i>Melanie LeMaster</i>
Karen Maguire	<i>Karen Maguire</i>
Jaime Marecz	
Tom Mohundro	<i>Tom Mohundro</i>
Pat Newell	<i>Pat Newell</i>
Robert Olancin	<i>Robert Olancin</i>
Joseph Roles	
Candace Rosene	<i>Candace Rosene</i>
Violeta Rotonda	
Troy Tucker	
Cathy Vache	<i>Cathy Vache</i>
Terry Zamor	<i>Terry Zamor</i>
Monica Moore	<i>Monica Moore</i>

MINUTES

All Campuses Department Meeting

Division of College and Career Readiness

Department of Developmental Studies

Friday, October 11, 2013, 1:00 p.m., I 122 Lee Campus

Attendance

Eileen Deluca, Dean, College and Career Readiness	Present	Sabine Eggleston, Professor, Developmental Math	Present	Joseph Roles, Professor, Developmental Math	Excused
Caroline Seefchak, Chair, Developmental Studies,	Present	Bert Lawrence, Professor, Developmental Math	Present	Candace Rosene, Professor, Developmental Math	Present
Cynthia Baker, Professor, Developmental Math	Present	Melanie LeMaster, Professor, Developmental Reading	Present	Violeta Rotonda, Professor, EAP	Excused
Jennifer Barreto, Professor, Developmental Math	Excused	Karen Maguire, Professor, Developmental Reading	Present	W. Troy Tucker, Professor, EAP	Excused
Karen Buonocore, Professor, Developmental Math	Excused	Jaime Marecz, Professor, Developmental Math	Present	Cathy Vache, Professor, Developmental Math	Present
Rebecca Gubitti Developmental Math	Present	Tom Mohundro, Professor, Developmental English	Present	Terry Zamor, Professor, Developmental Math	Present
S. Renee Hester, Professor, Developmental Reading	Present	Pat Newell, Professor, Developmental Math	Present	Wanda Day, Professor, Developmental Reading	Present
Jennifer Grove, Professor, Developmental English	Present	Robert Olancin, Professor, EAP	Present		

Guests

Monica Moore

Welcome

Caroline Seefchak, Chair, welcomed the faculty and thanked everyone for being there.

Successes and Accomplishments

Cindy Baker said that she had lots of success working with the math lab. Required all students who did not pass their first test to go to the math lab for 4 hours and some had to obtain a tutor. Complete assignments with a late penalty.

Jaime Marecz discussed the success of a student for whom she had written an early alert.

Rebecca Gubitti talked about the success of the Great Teaching seminar. It was, as expected, great and all the participants had a wonderful time and said it was a great day.

She discussed the day; there were comments from faculty who had participated: More instructors will want to go. Diversity of the faculty. Ability to meet people from other disciplines. Everything said was very positive.

Senate Bill 1720

Two Task Forces have been working toward completion of the College's plan, to be submitted on a template to the Division of Florida Colleges, by January.

Dr. DeLuca shared data that shows that approximately 50 to 60% of the current enrollment of students in developmental education at this College will be considered exempt under the new legislation.

Some questions came up pertaining to the work being done by the Task Force and what types of course deliveries may be considered under the new rules.

Developmental education may be delivered through a variety of accelerated and co-requisite strategies and includes any of the following:

(a) Modularized instruction that is customized and targeted to address specific skills gaps.

(b) Compressed course structures that accelerate student progression from developmental instruction to college-level coursework.

(c) Contextualized developmental instruction that is related to meta-majors.

(d) Co-requisite developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

Slides showing the basic components of the Bill were shown:

Developmental Education - Definition:

Instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction.

May be delivered through a variety of accelerated and corequisite strategies.

Starting in October, entering students will be considered to be either EXEMPT or NONEXEMPT.

According to s. 1008.30(4)(a), F.S.,

An EXEMPT student is NOT REQUIRED to take the P.E.R.T. or to submit placement scores such as the SAT or the ACT.

To be considered EXEMPT, a student must:

- Have entered 9th grade in a Florida public school in the 2003-2004 school year or any year thereafter.
- Remained in a Florida public high school until completion
- Have earned a Florida standard high school diploma

OR

- Is presently serving as an active duty member of any branch of the United States Armed Services

According to s. 1008.30(4)(a), F.S.,

A NONEXEMPT student must take the P.E.R.T., or submit placement scores, and will be advised of options available for remediation and must enroll in the developmental education option or his or her choice.

A student is NONEXEMPT if he or she:

- Entered a Florida public high school before the 2003-2004 school year
- Completed high school through GED completion
- Attended any high school other than a Florida public high school, including:
 - Private school
 - Home school
 - High school in any other state

Under SB 1720, remediation options for nonexempt students may be achieved by a student's choice of several options to be offered by the College.

Advisors will explain available options to all students.

Developmental education may be delivered through a variety of accelerated and co-requisite strategies and includes any of the following:

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- (c) Contextualized developmental instruction that is related to meta-majors.
- (d) Co-requisite developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

A task force of faculty, assigned and led by the Provost/ VPAA, will work during the fall semester on course structure designs for nonexempt students as well as on strategies and programs to support exempt students in college-level courses.

By October 31, 2013, the State Board of Education shall revise Rule 6A-10.0315 to include a provision for common placement testing and developmental education exemption. It is anticipated that this rule will be on the September 17, 2013, State Board of Education agenda.

SB 1720

By December 31, 2013, the State Board of Education shall approve a series of meta-majors and corresponding academic pathways.

It is anticipated that this rule will be on the September 17, 2013, State Board of Education agenda.

QEP Update

Dr. DeLuca discussed that scheduling is underway for spring courses. In the fall of 2014, all FTIC students will be required to take the Cornerstone class.

Assessments

All faculty are reminded of the importance of Common Course Assessments and common course final exams and course mastery exams. Forms must be mailed to the Lee Campus for data processing.

Sunshine Committee

Cathy Vache, representing the committee, explained that monthly birthday celebrations would continue and that the Sunshine Committee currently has enough funds. A holiday party is being planned for the last Friday that faculty are present, the traditional day that it has been held.

General Reminders

Travel Procedures – even when a faculty member is not requesting funds to be away at a conference, he or she must still submit paperwork.

Textbooks and book orders – please send requests to Dr. DeLuca

Communities of Practice – these are great events and everyone is encouraged to attend

Labs Update

Monica Moore, Lab Director, talked about the changes that have been made in the Labs, combining the formerly developmental-only labs with the academic success labs. It has been very busy, and everything is going well.

Anything Else

Adjunct Meeting

Tuesday, October 15

4:00 p.m.

H 223

Next Meeting

Friday, November 8, 2013

1:00 p.m.

I 122

Lee Campus

Thank you!

Compiled by

Jaime Martz

Professor, Developmental Math

And submitted by

Caroline Seefchak, Ph.D.

Chair, Developmental Studies

Division of College and Career Readiness
Department of
Developmental Studies



EDISON STATE
COLLEGE

Department Meeting
October 11, 2013

Welcome



Successes and Accomplishments



[Early Alert Home](#)[Student Resources](#)[Faculty Resources](#)[Form](#)[Contact Us](#)[Student Testimonials](#)**Luscetta
Plunkett**

"Got some
great tips
from Early
Alert for my

math class and earned a B+,
yes!"

[Home](#) » [Early Alert](#)

Early Alert

Early Alert is an intervention system designed to identify, reach out, and provide support to students who are experiencing challenges or having difficulty with their coursework. The Early Alert program is a collaborative effort among faculty, staff, and administrators with the goal of increased student retention and success. The Early Alert committee is comprised of representatives from Academic Advising, Academic Success, Dual Enrollment, Financial Aid, First Year Experience, Housing, Registration, Student Support Services, and college faculty. This committee meets to determine best practices for the Early Alert program. All trained Early Alert respondents track their interactions with students and communicate their results back to faculty members in a timely manner.

The Early Alert Process

The Early Alert process is driven by faculty members who care about their students and who want to provide every opportunity for their students to succeed. To begin the process, an instructor fills out an Early Alert for a student online. Once the notice is received, our office gathers additional information about the student and distributes the alert to an appropriate Early Alert Representative who then contacts the student directly. After the initial contact, students have greater knowledge about the resources available here at Edison and can then take steps to improve their performance in the class. Students may be identified for Early Alert for a variety of reasons, including excessive unexplained absences, tardiness, low participation, low test scores, and missing assignments or trouble understanding assignments.

Time is of the essence in regards to the Early Alert process. The sooner a student is

Senate Bill 1720

The screenshot shows the Florida Senate website interface. At the top left is the Florida Senate logo. To its right is the text "THE FLORIDA SENATE". Further right is a navigation bar with links for Home, Senators, Committees, Session, Laws, Media, About, Offices, and Ref. Below this is a search bar with the text "Go to Bill:" followed by a dropdown menu set to "2013" and a "Go" button. To the right of the search bar is a search input field with the placeholder text "Search all Flsenate.gov" and a "Search" button. Below the navigation bar is a breadcrumb trail: "Home > Session > 2013 Bills > Senate Bill 1720". Below the breadcrumb trail is a blue bar with "< Previous Senate Bill" on the left and "Next S" on the right. The main heading is "CS/CS/SB 1720: Education". To the right of the heading is a "Track This Bill" button with a sun icon. Below the heading is a paragraph of text: "GENERAL BILL by Appropriations ; Education ; [Galvano](#)". Below this is a longer paragraph: "Education; Revising actions to be taken by the Legislative Auditing Committee relating to audits of state universities and Florida College System institutions; requiring the Board of Trustees of the University of South Florida to enter into a lease agreement with the not-for-profit corporation operating the H. Lee Moffitt Cancer Center and Research Institute for the utilization of lands and facilities; revising requirements for the common plac assess basic computation and communication skills of students who intend to enter a public postsecondary education degree prog that the Board of Governors shall oversee the performance of state university boards of trustees in the enforcement of laws, rule regulations, etc." Below this is the "Last Action" section: "Last Action: 05/20/2013 Chapter No. [2013-51](#), companion bill(s) passed, see CS/CS/SB 1076 (Ch. [2013-27](#)), SB 1500 (Ch. [2013-4](#)". Below this is the "Effective Date" section: "Effective Date: July 1, 2013". At the bottom of the page is a navigation bar with buttons for "Bill History", "Related Bills (12)", "Bill Text (8)", "Amendments (17)", "Analyses (8)", "Vote History (7)", and "Citations".

New Legislation: SB 1720

Developmental Education - Definition:

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New Legislation

The State Board of Education is required to establish the exemption in rule by October 31, 2013; therefore, students who meet the specified criteria in s. 1008.30(4)(a), F.S., **will be eligible to opt for the exemption from common placement testing and/or developmental education starting with the rule effective date or no later than spring semester of the 2013-14 academic year.**

Key words: **EXEMPT** and **NONEXEMPT**

New Legislation: SB 1720

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SB 1720: Developmental Course Options

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SB 1720 at Edison State College

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QEP Update



Assessments



Sunshine Committee



General Reminders

- Travel Procedures
- Textbooks and book orders
- Communities of Practice



Labs Update



Anything Else



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