

## Articulation Coordinating Committee

June 30, 2014

1:00 – 4:00 pm

Tallahassee, Florida

1703/7 Turlington Building

### Conference Call Information

Dial in: 888-670-3525

Code: 2485005088

### Agenda Items

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Chairman and Member Comments

#### Action Items

- |   |                           |
|---|---------------------------|
| 1. Approval of Minutes from April 4, 2014 Conference Call |                           |
| 2. Updates to Common Prerequisites Manual                 | Lynda Page/<br>Abbey Ivey |
| 3. Ashford University Articulation Agreement              | Abbey Ivey                |
| 4. Updates to ACC Credit-by-Examination Equivalency List  | Amanda Register           |

#### Discussion

- |   |                                  |
|---|----------------------------------|
| 5. Rule Workshop: 6A-10.024 Articulation Between and Among Universities, Community Colleges, and School Districts | Matthew Bouck                    |
| 6. Report by Residency Committee/Revisions to Rule 6A-10.044 Residency for Tuition Purposes                       | Kim Barber/<br>Dulce Beltran     |
| 7. Legislative Update   |                                  |
| High School Graduation Requirements   Course Substitutions  | Mary Jane Tappen                 |
| Dual enrollment   Online Transfer of Credit System  | Matthew Bouck                    |
| CAPE Revisions   Industry Certification Funding List  | Kathleen Taylor/<br>Tara Goodman |
| State University System   | Carrie O'Rourke                  |
| 8. AS-BS Update   | Abbey Ivey/<br>Matthew Bouck     |
| 9. Online Credit Rule Development   | Matthew Bouck                    |

**Articulation Coordinating Committee  
June 30, 2014**

**Item #1: Approval of Minutes to the April 4, 2014, ACC Conference Call**

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**ACC Action: Approval**

**Articulation Coordinating Committee  
April 4, 2014  
Conference Call**

**Meeting Minutes**

<b>Action Items</b>	
Common Prerequisite Manual Updates	<p>Abbey Ivey from the Florida College System presented five new programs or program updates in the following areas:</p> <p style="padding-left: 40px;">03.0199 Environmental Science 11.0103 Information Systems Technology (Track 4) 50.0409 Graphic Design 52.0203 Supply Chain Management/Logistics (Track 2) 44.0703 Social Work, General</p> <p>Based on discussions with the ACC Oversight Committee staff will create a form to be completed by all institutions requesting a new program or track. This form will assist in increasing commonality among common prerequisite programs. The form will be discussed at the next ACC meeting.</p> <p>The ACC approved all additions and revisions.</p>
2014-2015 Dual Enrollment Course—High School Subject Area Equivalency List	<p>Matthew Bouck presented revisions to the list of dual enrollment course equivalencies to high school subject area credit. These include:</p> <p>(1) Add new courses to the section on Practical Arts/Career Education. Clarify that all career dual enrollment courses must apply towards a degree and industry certification.</p> <p>(2) Designate the sequence of BSC x010 and BSC x011 as equivalent to Biology I and can be used to satisfy the Biology I graduation requirement. Each course separately, as well as all other science courses, are designated as Equally Rigorous science courses. The BSC sequence may be used as preparation for the Biology I EOC assessment, for those students pursuing the Scholar diploma designation.</p> <p>(3) The sequence of AMH x010 and AMH x020 may be used as preparation for the U.S. History EOC for those students pursuing the Scholar diploma designation. Any AMH course, if approved by the district, may be used to satisfy the United States History requirement.</p> <p>(4) The high school economics requirement includes a financial literacy component. Because not all dual enrollment economics courses include this component, the statewide guarantee is removed, in favor of district determination of whether a particular economics course will meet the requirement.</p> <p>The ACC approved the updates.</p>

2014-2015 ACC Credit-by-Examination List	<p>Amanda Register presented updates to the list. This updated document will be incorporated into the 6A-10.024 articulation rule to go before the State Board of Education in the fall. The changes include:</p> <p>(1) Clarifying that institutions may use credit by examination credit in grade forgiveness policies; this credit may not be used to duplicate credit completed with a grade of “C” or higher.</p> <p>(2) Updating comments and examinations in the Advanced Placement and Advanced International Certificate of Education sections.</p> <p>The ACC approved these updates.</p>
Ashford University Articulation Agreement	This action item was removed from the agenda.
Update to Composition of ACC Statewide Residency Committee	<p>Matthew Bouck presented proposals to the ACC Statewide Residency Committee. The primary change was to include two representatives from career and technical education. These representatives will be recommended by the Division of Career and Adult Education.</p> <p>The ACC approved these updates.</p>
<b>Discussion Items</b>	
Rule Updates	<p>Matthew Bouck presented an update to rules in progress:</p> <p>(1) 6A-14.0303 General Education Core Course Options should go before the State Board of Education at its April meeting. The parallel Board of Governors regulation should be approved in June.</p> <p>(2) 6A-10.02412 Foreign Language Competence and Equivalence changes the required postsecondary courses from 8-10 semester hours to completion of coursework at the elementary 2 level. It also allows the Florida College System institution to determine alternative mechanisms to indicate competence—primary for non-native speakers. This rule should go before the State Board of Education in May.</p>
AS-BS Update	Abbey Ivey presented an update regarding activities to evaluate the existing AS-BS articulation agreements. Faculty committees will be convened to determine if an specific program agreement should be revised or deleted. Another phase of the project will be to determine if broader AS articulation policies can be established; these policies may be included in the articulation rule.
Next Meeting	The next ACC meeting is scheduled for May 28 (changed to June 30).

**Articulation Coordinating Committee  
June 30, 2014**

**Item #2: Approval of Common Prerequisite Program Updates and New/Modify Request Form**

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**ACC Action: Approval**

The following revisions to the Common Prerequisite Manual were recommended by the ACC Oversight Committee at its May 27, 2014, conference call:

11.0802	Advanced Technology (New CIP)
11.0899	Computer Software and Media Applications: Cyber Gaming (Track 2)
14.1001	Electrical, Electronics Engineering: Control Systems/Digital and Hybrid Systems/Electrodynamics/Magnetics/Semiconductors (Track 2)
14.0901	Computer Engineering: Digital Logic Design/Embedded System Design/Machine Intelligence (Track 3)
14.1901	Mechanical Engineering
14.1901	Mechanical Engineering: Nanotechnology (Track 2)
52.0203	Supply Chain Management: Logistics (Track 3)
31.0501	Physical Education (Track 2)
31.0501	Physical Education (Track 5)
03.0205	Marine Science (Track 2)

**State University System Common Prerequisite Revisions for ACC Consideration  
May 2014**

<b>ACTION ITEMS FOR COMMITTEE APPROVAL</b>	
<b>11.0802, New CIP Advanced Technology</b>	<ul style="list-style-type: none"> <li>Florida Polytechnic University begins their initial semester of study with several degree programs. This is a new program for the Manual. There are 27 semester hours of common prerequisites with six hours being unique to Poly. The University will be offering these courses during the summer to ensure availability for all.</li> </ul>
<b>11.0899, Proposed Track 2 Cyber Gaming</b>	<ul style="list-style-type: none"> <li>Florida Polytechnic University will offer a degree program in Cyber Gaming within CIP 11.0899. Using the common prerequisites found within track 1 as the primary basis, additional coursework is needed for the student developing this specialty. Three courses will be unique to Poly; however, the university has accepted additional coursework as alternatives. There are 34 semester hours in common prerequisites. Students should be able to complete these hours plus their general education in 60 semester hours since the math and science courses are found within general education.</li> </ul>
<b>14.1001 Proposed Track 2 Electrical Engineering tracks</b>	<ul style="list-style-type: none"> <li>Florida Polytechnic University will offer a degree in Electrical Engineering with concentrations of Control Systems, Digital and Hybrid Systems, Electrodynamics, Magnetics, and Semiconductors. The track utilizes all of the prerequisites for track 1 and adds two Circuits required coursework. There are a total of 35 semester hours in common prerequisites. Students should be able to complete these hours plus their general education in 60 semester hours since the math and science courses are found within general education.</li> </ul>
<b>14.0901, Proposed track 3 Computer Engineering Digital Logic Design, Embedded System Design, and Machine Intelligence Concentrations</b>	<ul style="list-style-type: none"> <li>Florida Polytechnic University will offer a degree in Computer Engineering with concentrations in Digital Logic Design, Embedded System Design, and Machine intelligence. The track utilizes track one requirements while also adding Circuit coursework needed for the concentration specialty. There are a total of 38 semester hours in common prerequisites. While this may place the AA student possibly taking a few more hours than 60, there is a precedent already to accept high credit hour prerequisites (i.e., Biomedical Sciences, Biotechnology, etc.)</li> </ul>

14.1901 Mechanical Engineering	<ul style="list-style-type: none"> <li>Florida Polytechnic University concentrations in Geometric Dimensioning and Tolerance; Motion Intelligence; and Multifunctional Materials. Due to suggestions by faculty discipline committee members, additional course options are included on the page. No other additions were added to the already approved common prerequisites.</li> </ul>
14.1901 Mechanical Engineering, Nanotechnology New Track 2	<ul style="list-style-type: none"> <li>Florida Polytechnic University's concentration of Nanotechnology within the Mechanical Engineering degree program requires the addition of Biology and Laboratory class to the standard Mechanical Engineering common prerequisites. This new specialized track has a total of 28 semester credit hours of common prerequisites.</li> </ul>
52.0203 new Track 3 Supply Chain Management Logistics Track	<ul style="list-style-type: none"> <li>Florida Polytechnic University utilizes the coursework presented for the B.S. degree in Track 2 and adds additional courses required for the specialization. There are 30 semester hours of common prerequisites. At least 15 of those hours will probably be found in most, if not all, institutions' general education program.</li> </ul>
31.0501 Track 2 Physical Education	<ul style="list-style-type: none"> <li>Florida Agricultural and Mechanical University has moved their Physical Education program to CIP 31.0501. The university is joining UWF in track 2. The additional PETX320C course has been added as an alternative course.</li> </ul>
31.0501 New Track 5	<ul style="list-style-type: none"> <li>Florida Agricultural and Mechanical University has added a concentration in Health, Leisure, and Fitness Studies with no common prerequisites. This concentration is different than any of the other four listed within the manual (i.e., Sport Management, Physical Education, Athletic Training, and Exercise Science).</li> </ul>
<b>TECHNICAL CHANGES</b>	
13.1314 Physical Education	<ul style="list-style-type: none"> <li>FAMU is eliminated from page.</li> </ul>
26.0202 Biochemistry	<ul style="list-style-type: none"> <li>FGCU added to page.</li> </ul>

**ACTION ITEM for Committee Approval – New CIP**

<b>Program:</b>	<u>Advanced Technology</u>	<b>CIP:</b>	<u>11.0802</u>
	<u>Big Data</u>	<b>Track:</b>	<u>1</u>
<b>Offered At:</b>	<u>FLPOLY</u>	<b>Program Length</b>	<u>120 Cr. Hrs.</u>

**LOWER LEVEL COURSES**

	Credit Hrs	Title
<u>COPXXXX (1)</u>	3	Intro Programming in C, C++, JAVA, or equivalent
<u>&amp; MACX311</u> or <u>MACX281</u>	4	Calculus I
<u>&amp; MACX312</u> or <u>MACX282</u>	4	Calculus II
<u>&amp; MADX107</u>	3	Discrete Mathematics
<u>&amp; PHYX048/X048L</u> or <u>PHYX048C</u> or <u>PHYX043/X048L</u> or <u>PHYX053/X053</u> or <u>PHYX049C</u> or <u>PHYX044/X049L</u> or <u>PHYX054/X054L</u>	4	Physics I with lab
<u>&amp; STAX023</u> or <u>EGSX025</u> or <u>QMBX100</u> or <u>STAX024</u> or <u>STAX032</u> or <u>STAX037</u> or <u>STAX122</u>	3	Statistics
<u>&amp; XXXXXXX (2)</u>	3	Quantitative Methods 2
<u>&amp; XXXXXXX (2)</u>	3	Data Structures and Algorithms

(1) Intro programming in C, C++, JAVA, or equivalent language.  
 (2) Course yet to be assigned SCNS prefix and number. FLPOLY will be teaching this course during the summer so that it is available to students.



**ACTION ITEM for Committee Approval – New CIP**

<b>Program:</b>	<u>Computer Software and Media Applications</u>	<b>CIP:</b>	<u>11.0899</u>
<b>Offered At:</b>	<u>Cyber Gaming</u> <u>FLPOLY</u>	<b>Track:</b>	<u>2/2</u>
		<b>Program Length:</b>	<u>120 Cr. Hrs.</u>

**LOWER LEVEL COURSES**

	Credit Hrs	Title
COPXXXX (1)	3	Intro Programming in C, C++, JAVA, or equivalent
& MACX311 or MACX281	4	Calculus I
& MACX312 or MACX282	4	Calculus II
<u>&amp; MADX107</u>	3	<u>Discrete Mathematics</u>
& PHYX048/X048L or PHYX048C or PHYX043/X048L or PHYX053/X053L	4	Physics I with lab
& PHYX049/X049L or PHYX049C or PHYX044/X049L or PHYX054/X054L	4	Physics II with lab
<u>&amp; STAX023</u> or EGSX025 or QMBX100 or STAX024 or STAX032 or STAX037 or STAX122	3	Statistics
<u>&amp; XXXXXXX (3)</u> or COPX008 or COPX251 or COPX258 or COPX552	3	Computer Programming II
<u>&amp; XXXXXXX (2)</u> or CGSX540 or CGSX542	3	Database 1
<u>&amp; XXXXXXX (2)</u> or CDAX105 or CDAX201	3	Introduction to Computer Systems

- (1) Intro programming in C, C++, JAVA, or equivalent language.  
 (2) SCNS has yet to assign prefix and number.

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.

**ACTION ITEM for Committee Approval – New CIP**

<b>Program:</b>	<u>Electrical, Electronics Engineering</u> <u>Control Systems/Digital and Hybrid Systems/</u> <u>Electrodynamics/Magnetics/Semiconductors</u>	<b>CIP:</b>	<u>14.1001</u>
<b>Offered At:</b>	<u>FLPOLY</u>	<b>Track:</b>	<u>2/2</u>
		<b>Program Length</b>	<u>120 Cr. Hrs.</u>

**LOWER LEVEL COURSES**

	Credit Hrs	Title
CHMX045/X045L or CHMX045C or CHSX440/X440L(1)  <u>or CHSX440/CHMX045L(1)</u>	4	Chemistry I
& MACX311 or MACX281	4	Calculus I
& MACX312 or MACX282	4	Calculus II
& MACX313 or MACX283	4	Calculus III
& MAPX302 or MAPX305		Differential Equations
& PHYX048/X048L or PHYX048C or PHYX043/X048L <u>or PHYX053/X053L</u>	4	Physics I
& PHYX049/X049L or PHYX049C or PHYX044/X049L <u>or PHYX054/X054L</u>	4	Physics II
& <u>EELX111C</u> <u>or EELX111/X117L</u>	4	Circuits I
& <u>EELX112C</u>	3	Circuits II

(1) or CHS440 only if the course is 4 credit hours including lab.  
 (2) With consent of instructor

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.

**ACTION ITEM for Committee Approval – New Track in Current CIP**

<b>Program:</b>	<u>Computer Engineering</u> <u>Digital Logic Design/Embedded System Design/ Machine Intelligence</u>	<b>CIP:</b>	<u>14.0901</u>
<b>Offered At:</b>	<u>FLPOLY</u>	<b>Track:</b>	<u>3/3</u>
		<b>Program Length</b>	<u>120 Cr. Hrs.</u>

**LOWER LEVEL COURSES**

	Credit Hrs	Title
CHMX045/X045L or CHMX045C or CHSX440/X440L(1) <u>or CHSX440/CHMX045L</u>	4	Chemistry I
& MACX311 or MACX281	4	Calculus I
& MACX312 or MACX282	4	Calculus II
& MACX313 or MACX283	4	Calculus III
& MAPX302 or MAPX305	4	Differential Equations
& PHYX048/X048L or PHYX048C or PHYX043/X048L <u>or PHYX053/X053L</u>	4	Physics I
& PHYX049/X049L or PHYX049C or PHYX044/X049L <u>or PHYX054/X054L</u>	4	Physics II
& COPXXXX (2) <u>&amp; EELX111C</u> <u>or EELX111/X117L</u>	3 4	Intro to Proramming in C, C++, Java or Equivalent Language Circuits I
<u>&amp; EELX112C</u>	3	Circuits II

- (1) With consent of instructor  
(2) Intro programming in Ada, C, C++, JAVA, or equivalent language.

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.

**Program:** Mechanical Engineering

**CIP:** 14.1901

**Offered At:** FAMU, FAU, FIU, FLPOLY, FSU, UCF, UF, UNF, USF

**Track:** 1

**Program Length:** 120 Cr. Hrs.

Note: FLPOLY Geometric Dimensioning and Tolerance/ Motion Intelligence/ Multifunctional Materials majors are under this common prereq track.

**LOWER LEVEL COURSES**

	Credit Hrs	Title
CHMX045/X045L or CHMX045C or CHSX440/X440L or CHSX440/CHMX045L	4	Chemistry I
& MACX311 or MACX281	4	Calculus I
& MACX312 or MACX282	4	Calculus II
& MACX313 or MACX283	4	Calculus III
& MAPX302 or MAPX305		Differential Equations
& PHYX048/X048L or PHYX048C or PHYX043/X048L	4	Physics I
& PHYX049/X049L or PHYX049C or PHYX044/X049L	4	Physics II

**NOTE: The university requires all students to take Introduction to Engineering as part of the degree program. This course will also be offered during the summer.**

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.

		New Track Old CIP	
<b>Program:</b>	<u>Mechanical Engineering</u>	<b>CIP:</b>	<u>14.1901</u>
	<u>Nanotechnology</u>	<b>Track:</b>	<u>2/2</u>
<b>Offered At:</b>	<u>FLPOLY</u>	<b>Program Length:</b>	<u>120 Cr. Hrs.</u>

**LOWER LEVEL COURSES**

	Credit Hrs	Title
CHMX045/X045L or CHMX045C or CHSX440/X440L <u>or CHSX440/CHMX045L</u>	4	Chemistry I
& MACX311 or MACX281	4	Calculus I
& MACX312 or MACX282	4	Calculus II
& MACX313 or MACX283	4	Calculus III
& MAPX302 or MAPX305		Differential Equations
& PHYX048/X048L or PHYX048C or PHYX043/X048L	4	Physics I
& PHYX049/X049L or PHYX049C or PHYX044/X049L	4	Physics II
<u>&amp; BSCX010C</u> <u>or BSCX010/X010L</u>	4	Biology 1

**NOTE: The university requires all students to take Introduction to Engineering as part of the degree program. This course will also be offered during the summer.**

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.

**ACTION ITEM for Committee Approval – New Track for B.S. Program**

**Program:** Supply Chain Management  
Logistics  
**Offered At:** FLPOLY

**CIP:** 52.0203  
**Track:** 3/3  
**Program Length** 120 Cr. Hrs.

**LOWER LEVEL COURSES**

	Credit Hrs	Title
<u>&amp; MACX311</u> <u>or MACX281</u>	4	<b>Calculus I</b>
<u>&amp; STAX023</u> <u>or EGSX025</u> <u>or ESIX23</u> <u>or QMBX100</u> <u>or STAX024</u> <u>or STAX032</u> <u>or STAX037</u> <u>or STAX122</u>	3	Statistics
<u>&amp; ACGX021 &amp; X021L</u> <u>or ACGX022</u> <u>or ACGX001 &amp; ACGX011</u>	3	Principles of Financial Accounting
<u>&amp; ACGX071 &amp; X071L</u> <u>or ACGX301</u> <u>or ACGX072</u>	4	Principles of Managerial Accounting
<u>&amp; CGSX060</u> <u>or CGSX100C</u> <u>or CGSX000</u> <u>or CGSX100C</u> <u>or CGSX530</u> <u>or CGSX531</u> <u>or CGSX570</u> <u>or ISMX000</u>	3	Applications for Business
<u>&amp; ECOX013</u>	3-4	Principles of Macroeconomics
<u>&amp; ECOX023</u>	3-4	Principles of Microeconomics
<u>&amp; XXXXXXX (1)</u>	3	Engineering & Technology Project Management
<u>&amp; XXXXXXX (1)</u> <u>or CGSX092</u> <u>or PHIX600</u> <u>or BULX131</u> <u>or MANX440</u> <u>or GEBX350</u>	2	Law, Public Policy, Negotiation & Business
<u>&amp; MANX024</u> <u>&amp; TRAX040</u> <u>&amp; TRAX154</u>		

(1) SCNS has yet to assign the prefix and number.

NOTE: TRAX010 and TRAX154 are acceptable alternative credit for coursework required for the degree program. Students taking these courses for the MDC who decide to attend FLPOLY will receive credit for the work.

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

**ACTION ITEM for Committee Approval – New CIP**

<b>Program:</b>	<u>Health and Physical Education, General</u>	<b>CIP:</b>	<u>31.0501</u>
	<u>Physical Education</u>	<b>Track:</b>	<u>2/5</u>
<b>Offered At:</b>	<u>UWF*, FAMU</u>	<b>Program Length</b>	<u>120 Cr. Hrs.</u>

**LOWER LEVEL COURSES**

	Credit Hrs	Title
EDFX005		
& EDFX085 (1)		
& EMEX40		
& Select from the following:		
Take both courses		
BSCX085 & BSCX086		
or PETX303C		
<u>or PETX320C (2)</u>		
& 4 Credit hours in Skill Development Courses in Physical Education		

(1) In addition to EDFX085, a minimum of 6 semester hours with an international or diversity focus is required. Eligible courses will be determined by the Florida College System institution 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

(2) Students may be required to take BSCX005 as a course prerequisite for PETX320C.

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

FOR EDUCATION MAJORS: General education courses will be determined by the Florida College System institution 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.  
\*limited access

**ACTION ITEM for Committee Approval – New CIP**

**Program:** Health and Physical Education, General  
Health, Leisure, and Fitness Studies  
**Offered At:** FAMU

**CIP:** 31.0501  
**Track:** 5/5  
**Program Length** 120 Cr. Hrs.

**LOWER LEVEL COURSES**

	Credit Hrs	Title
*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

\*limited access



**Florida College System Common Prerequisite Revisions for ACC Consideration  
May 2014**

<b>ACTION ITEMS for Committee Approval</b>	
<b>03.0205, Proposed Track 2</b> Marine Science	<ul style="list-style-type: none"> <li>• Florida Gateway College proposes adding a second track to this CIP with no common prerequisites for the BAS Water Resources Management *See attached draft page of the Common Prerequisite Manual</li> </ul>
<b>FYI Additions/Technical Changes</b>	
<b>11.0401</b> Information Sciences and Studies	<ul style="list-style-type: none"> <li>• Add Eastern Florida State College – BAS Computer Information Systems Technology; add EFSC will not require courses in note (2)</li> </ul>
<b>50.0602, Track 1</b> Motion Picture and Television Technology	<ul style="list-style-type: none"> <li>• Add Santa Fe College – BAS Multimedia and Video Production Technology; add SFC to note (1); add BAS note</li> </ul>
<b>51.2211</b> Health Services Administration	<ul style="list-style-type: none"> <li>• Add Eastern Florida State College – BAS Applied Health Sciences</li> </ul>
<b>51.3801, Track 2</b> Nursing	<ul style="list-style-type: none"> <li>• Add Pasco-Hernando State College – BS Nursing</li> </ul>
<b>52.0299</b> Supervision and Management	<ul style="list-style-type: none"> <li>• Add Pasco-Hernando State College – BAS Supervision and Management</li> </ul>

**ACTION ITEM for Committee Approval – New Track**

**Program:** Water Resources Management (BAS)

**CIP:** 03.0205

**Offered At:** FGC

**Track:** 2

**Program Length** 121 Cr. Hrs.

NEW 5/28/14

**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.

**Articulation Coordinating Committee  
April 4, 2014**

**Item #3: Approval of the Ashford University Articulation Agreement**

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**ACC Action: Approval**

The process for forming a new articulation agreement, which was developed by the Division of Florida Colleges 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 from the institution and data from other comparable institutions – to the Commission for Independent Education (CIE) for comments (when appropriate) and the Articulation Coordinating Committee (ACC) for recommendation
- Step 3: Draft agreement, cover sheet, comparison data, ACC recommendation, and CIE comments (when appropriate) are presented to COP for approval
- Step 4: Upon COP approval, Chancellor signs agreement
- Step 5: Colleges sign participation agreements

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

**1. Name of Institution:** Ashford University

**2. Basic Information (from NCES College Navigator):**

*Ashford University*

**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:** 77,734 (69,380 undergraduate)  
**Student-to-faculty ratio:** 21 to 1

**3. Location:** 400 N Bluff Blvd, Clinton, Iowa 52733-2967

**4. Accreditation:**

North Central Association of Colleges and Schools, The Higher Learning Commission – Resigned  
 Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities – Accredited

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

**6. Articulation Agreement proposed:** Associate in Arts Degree to baccalaureate degree

**7. Local articulation agreements with FCS institutions:**

Valencia College and Polk State College

**8. NCES College Navigator Data Points:**

<b>Enrollment, Fall 2012</b>	77,734
<b>% of undergraduate students receiving Pell</b>	59%
<b># of undergraduate students receiving Pell grants</b>	41,135
<b>Average amount Pell grant aid received</b>	\$3,915
<b>% of undergraduate students receiving federal, state, local, institutional, or other sources of grant or scholarship aid</b>	77%

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

<b># of undergraduate students receiving federal, state, local, institutional, or other sources of grant aid</b>	53,684
<b>Average amount of federal, state, local, institutional, or other sources of grant aid received</b>	\$4,364
<b>% of undergraduate students receiving Federal student loans</b>	74%
<b># of undergraduate students receiving Federal student loans</b>	51,103
<b>Average amount of Federal student loan aid received</b>	\$7,708
<b>Total amount of Federal student loan aid received by undergraduate students</b>	\$393,887,385
Source: NCES College Navigator	

### 9. 3-Year Cohort Default Rate, FY 2010:

<b>Default Rate</b>	16.3%
<b>No. in Default</b>	3,963
<b>No. in Repay</b>	24,308
Source: USDOE Office of Default Prevention & Management	

### 10. 90/10 Revenue:

<b>90/10 Revenue Percentage</b>	86.82
<b>Total Funding Received under Title IV of the HEA by Award Year, 2010-11</b>	\$1,145,093,687
<b>Total Funding Received under Title IV of the HEA by Award Year, 2011-12</b>	\$1,170,463,064
Source: USDOE Office of Federal Student Aid	

**ARTICULATION AGREEMENT BETWEEN**  
**THE DIVISION OF FLORIDA COLLEGES**  
**AND**  
**ASHFORD UNIVERSITY**

This Articulation 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's public colleges and Ashford University, and

**WHEREAS**, the intent of this agreement is to facilitate the transfer of qualified Associate in Arts students from Florida's public colleges 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 as the transfer degree(s) from the Florida College System.
- II. Ashford University shall publish an articulation manual that specifies the 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. Florida College System students who transfer with an Associate in Arts 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. This includes admissions requirements (i.e., standard high school diploma or high school equivalency diploma), 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 still be required to take the Introductory Course requirement and the General Education Capstone as prescribed by their 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 Florida College System 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. Transferability of courses, grades and GPA of the student from the participating Florida College System institution will be determined by the policy in effect in the Ashford University catalog at the time the student enrolls into a baccalaureate degree.

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

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

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 college 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.

VII. Both parties agree:

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

B. To encourage the development of scholarships and other financial aid opportunities for Florida College System transfer students who are directly affected by this Agreement.

C. 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:

<b>Division of Florida Colleges:</b>  Abbey Ivey Director of Academic Affairs (850) 245-9492 or abbey.ivey@fldoe.org	<b>Ashford University:</b>  Mark K. Young Divisional Vice President of Academic and Strategic Partnerships (800) 798-0584 ext. 3426 Mark.young@ashford.edu
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Both parties agree to notify the other in writing of any changes in contact information for their respective liaison officers.

D. 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 participating Florida College System institution 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 \_\_\_\_\_, 20\_\_.

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.



**CHAIR**  
Harold Hewitt  
*Chapman University*

**VICE CHAIR**  
William Ladusaw  
*University of California, Santa Cruz*

Richard Bray  
*Schools Commission Representative*

Ronald Carter  
*Loma Linda University*

Christopher T. Cross  
*Public Member*

Jackie Donath  
*California State University, Sacramento*

John Etchemendy  
*Stanford University*

Dianne Harrison  
*California State University, Northridge*

Michael Jackson  
*University of Southern California*

Roberts Jones  
*Public Member*

Barbara Karlin  
*Golden Gate University*

Margaret Kasimatis  
*Loyola Marymount University*

Deborah Lieberman  
*University of La Verne*

Julia Lopez  
*Public Member*

Thomas McFadden  
*Community and Junior Colleges Representative*

Leroy Morishita  
*California State University, East Bay*

Stephen Privett, S.J.  
*University of San Francisco*

Sharon Salinger  
*University of California, Irvine*

Sheldon Schuster  
*Keck Graduate Institute*

Carmen Sigler  
*San Jose State University*

Ramon Torrecilha  
*California State University, Dominguez Hills*

Leah Williams  
*Public Member*

Paul Zingg  
*California State University, Chico*

**PRESIDENT**  
Ralph A. Wolff

July 10, 2013

Richard Pattenaude  
President and CEO  
Ashford University  
8620 Spectrum Center Blvd.  
San Diego, CA 92123

Dear President Pattenaude:

At its meeting June 19-21, 2013, the Commission considered the report of the Special Visit team that evaluated Ashford University April 1 – 5, 2013. The Commission also had available the materials prepared by the University for that review, as well as your letter, dated May 31, 2013, in response to the team report. The Commission appreciated the opportunity to meet with you and Board chair Gregory Geoffrey. Your comments were helpful to the Commission in understanding the changes made since its last action as well as since the recent team visit.

This review process was based on the reapplication of the University for initial accreditation following the denial of initial accreditation in June 2012. As more fully described below, the Commission has acted to grant Initial Accreditation to Ashford University for five years, until July 15, 2018; to make recommendations for further strengthening the University and sustaining its improvements; and to request a Special Visit in spring 2015 to monitor progress with respect to the recommendations made in this letter and the team report.

The Commission decision to deny initial accreditation in June 2012 was based on its finding that the University was not in substantial compliance with Commission Standards in six areas. In accord with the Commission Policy on Reapplication after Denial of Initial Accreditation, the Commission also determined that the University would be able to reapply and undergo a Special Visit in spring 2013. The Commission recognized that this was a very short period of time in which to address the concerns identified in its action letter of July 3, 2012, but also that the University was under a mandate from the Higher Learning Commission (HLC), its current institutional accreditor, to relocate its central administrative offices and personnel from San Diego to the HLC region by summer 2013 if it were not granted accreditation by WASC.

The evaluation process. The evaluation process used for this Special Visit was extensive and involved multiple stages. Consistent with the Reapplication Policy, the University submitted a reapplication report. The report was reviewed by the 2012 team chair and myself as the designated WASC staff liaison to the

University to determine whether sufficient changes had been made since the June Commission action to warrant proceeding with a site visit in spring 2013. The University submitted its report in a timely manner, and our review determined that there was sufficient basis for proceeding with the site visit, though it was clear that there was not sufficient time for the University to produce evidence of the full impact of changes. Since the most current evidence possible was needed, WASC staff arranged for a preliminary off-site review, the purpose of which was to identify specific items of updated and new evidence. The goal was to enable the Special Visit team to conduct a thorough review of the six areas of concern identified in the Commission action letter of July 13, 2012.

The Special Visit team held its offsite review December 6, 2012. The review provided an opportunity for the team to meet with you personally, since you had only recently begun to serve as president of the University. The team identified a significant number of areas for further inquiry, requested additional evidentiary items to support its onsite review, and set a timeline for their submission. In addition, following the offsite review, two team members were given the assignment to work with University personnel responsible for collection and analysis of data on retention and graduation. This was necessary because the 2012 team did not find the University's data collection system and presentation of results to be consistent or effective, given the University's frequent enrollment periods. Moreover, a day was added to the onsite review to ensure ample time to review evidence, conduct interviews, and weigh the team's findings.

Summary of action. As discussed in greater detail below, the primary issues before the Commission were 1) whether the University had come into substantial compliance in the six identified areas; 2) whether it had demonstrated that new or planned changes in both 2012 and 2013 were having a positive impact in key areas; and 3) whether there was a basis to believe that changes made would be sustained and enhanced. While Ashford University is not a new institution, its significant growth as a primarily online institution is recent; the Commission reviewed the University under these circumstances and thus applied the criteria for Initial Accreditation. The Commission found that the University has responded to Commission concerns and judges that it is now in substantial compliance with Commission standards. As a result, the Commission has acted to grant Initial Accreditation. At the same time, while the University has begun to refocus its efforts on academic quality and retention rather than marketing, much remains to be done to demonstrate the achievement of a higher level of results. The Commission has established a monitoring process to verify continued progress and improvement in the University's achieving and going beyond the initial goals set by the University.

The Commission acted to accept the team report and recommendations. The report was sufficiently detailed so that the Commission does not need to reiterate the team's recommendations in this letter. The University is expected to address these recommendations, and your letter of May 31, 2013, asserts the University's commitment to do so. The Commission, therefore, has focused its own review on the six areas identified in its July 3, 2012 action letter; within those areas it has also identified additional concerns for the University to address:

Attrition, support for student achievement, and adequate levels of degree completion. The Commission found in 2012 that Ashford was not in substantial compliance with Standard 2, especially Criteria for Review (CFRs) 2.10 – 2.14. Specifically, the Commission found that Ashford retention rates were unacceptable; that an effective system for tracking and reporting retention and attrition was not in place; and that, despite a number of steps only recently being taken, the University did not have adequate plans, timelines, or goals to rectify this situation.

The 2013 Special Visit team report described multiple steps the University has taken to address these concerns. Some of the steps, such as the REAL dashboard, have already demonstrated their value within the University and have the potential to become useful tools for other institutions. The University has evidenced through many steps taken since the 2012 action a commitment to significantly improve retention and degree completion; to track data effectively and to report results on a regular basis; to acknowledge when these efforts are not achieving desired results; and to continue to develop strategies to improve results. Thus, although the Commission still considers the current retention rate unacceptable, it finds that the steps taken by the University bring the University into substantial compliance with Standard 2.

The Commission wishes to emphasize that significant improvement in both first year retention and degree completion rates is still needed. The goals set by the University for improved retention rates provide only a starting point for greater improvement as the many new measures put into place are assessed to determine their effectiveness. Furthermore, as the team recommended, efforts to improve retention in the first year should be expanded to the entire student life cycle, and the University has indicated that it is moving to do so. The University will need to continue to study the impact of its changes and develop corrective measures as needed, since it already appears that not all changes are having a significant positive effect on persistence and completion; and to analyze and address factors that cause students to leave the University before completing their program of study. The University will need to focus beyond year to year retention to measuring degree completion rates for each of its programs utilizing an appropriate time to degree metric – benchmarked against peer institutions – for the types of students Ashford enrolls. (CFRs 2.10 – 2.14)

Adequacy and alignment of resources with educational purposes. The Commission found in 2012 that Ashford was not in substantial compliance with Standard 3, especially CFRs 3.1, 3.2 and 3.10, finding that insufficient resources were being allocated for academic programs and student support. In response, there has been a shift of significant allocations to student and academic support, along with a decrease in spending on marketing. To achieve the goals set by the University for improving retention and completion rates, adequate funding must be sustained. Indeed, funding for these efforts may need to be increased. While expenditures per student for student and academic support have also increased, the Commission will expect careful monitoring by the University as to whether additional expenditures per student are needed, with appropriate action taken. Enrollment has declined and personnel adjustments have been made accordingly; significantly, the ratio of students to advisors has been reduced to provide greater contact with students, and early warning systems have been introduced to identify those at greatest risk of dropping out. It will be important for the University to demonstrate that these

reallocations of resources are sustained and not one-time events, and that they lead to improved student success. (CFRs 3.1, 3.5)

Adequacy of the Ashford faculty model and the role of faculty. The Commission found in 2012 that Ashford was not in substantial compliance with CFRs 3.1, 3.4 and 3.11 due to an inadequate number of full-time faculty to support its large online enrollment, an insufficiently robust definition of the faculty's role in governance, and the lack of a clear role for the increasing number of faculty hires. The University has undertaken significant steps to address these concerns. The team reported that there are 217 full-time faculty in place; your letter of May 31 indicates that 40 more full-time faculty have been hired since the visit. You also indicated at the Commission meeting that the University's goal is for more than 300 full-time faculty to anchor the online portion of the University. There is a formal plan and ratio for adding these new full-time faculty; the faculty governance system has been further developed, with the faculty exercising appropriate control over the curriculum and academic policies; and there are clear statements of the faculty's role in the University, along with others involved in academic support. In addition, a faculty development plan is in place and funded to support faculty research on online learning. The Commission will expect the University to assess the effectiveness of this increased cohort of full-time faculty. This assessment should include the evaluation of both the ratio of full-time-to-adjunct faculty and the ratio of full-time faculty to students, given the large size of the University's online enrollments. Moreover, the Commission endorsed the team recommendations that faculty oversight of annual assessment and program reviews need to be more fully developed. The University will also need to further develop the faculty's role in ensuring rigor across course offerings, and in improving persistence and degree completion. (CFRs 3.1, 3.2, 2.7)

Effectiveness of program review. At the time of the 2012 review, the University was found to be at the "initial" stage of program review, with only a limited number of reviews completed. The 2013 Special Visit team reviewed all thirteen program reviews completed since the last visit and found that considerable progress had been made in addressing Commission concerns. The University had developed and implemented policies and procedures that reflect best practices in program review, and the entire process appears to be taken seriously throughout the institution. Data are effectively presented to support the process, qualified external reviewers are recruited to assess programs, and departments follow the recommendations resulting from both the self-studies and external reviews. The University will need to adhere to its schedule of program reviews to ensure that all programs come under review at the designated time since so many degree programs are new and have not yet been reviewed through this process. The team urged the University to address the recommendations regarding course sequencing found in several reviews, as well as issues related to consistency of quality of student work, especially the issue of variable quality of student contributions to online discussions. Reviews should also include benchmarking against parallel programs at other institutions where possible. The Commission expects the University to act on these team observations. (CFRs 2.6, 2.7)

Assessing student learning and ensuring academic rigor. The efforts of the University to complete and integrate assessments in online programs were just emerging in 2012; they were

found insufficient in relationship to the size and number of programs offered by the University, and serious questions were raised about quality and rigor across the University. New software programs to track the achievement of student learning outcomes were in place in only a small number of courses and not fully tested. The 2013 team found that substantial progress has been made in implementing an assessment system that is integrated across all programs of the University, that is faculty driven, and that employs a number of best practices to ensure achievement of learning objectives at multiple stages for each student. Software systems such as OASIS and Waypoint provide significant tracking information that is effectively used by faculty and student support teams. Learning outcomes are reviewed, updated, and linked to assignments throughout the curriculum. To address Commission concerns about academic rigor and course quality, the University has had more than 85% of its online courses reviewed by Quality Matters, and it relies on feedback from its assessment systems to review course offerings. Though progress has been made, more work remains to be done. The 2013 team reviewed 10% of the online courses and continued to find variability in the rigor applied to student online discussions and assignments. Given the scale of University operations online, the Commission has determined that this issue warrants continuing attention and significant further oversight by the faculty. (CFRs 2.4, 2.6, 4.6)

Independence of the Ashford Governing Board. In 2012 the Commission found that the role of the Ashford Governing Board was not clearly defined, and the Board's relationship with its parent entity, Bridgepoint Education, Inc., did not ensure adequate independence. Moreover, services provided by Bridgepoint raised concerns about lines of authority and responsibility, further limiting the ability of Ashford to control its academic and financial operations. The 2013 Special Visit team found that significant changes had been made to address these concerns. The Sixth Operating Agreement was adopted independent of incorporation in California and instituted a number of changes ensuring Ashford operational independence, including limiting the number of shareholders on the Board. A majority of Board members are no longer appointed by Bridgepoint Education, and a conflict of interest policy has been adopted. New Board leadership is in place and the full Board clearly intends to assert control over the academic and fiscal operations of the University. The University is now separately audited, and the Board has the authority to develop and oversee its own budget within clearly specified arrangements with the parent Bridgepoint. Services previously provided by Bridgepoint that blurred lines of authority and responsibility have been moved to Ashford, and Ashford's contracted services from Bridgepoint are clearly defined in a written agreement and are subject to review by both parties. In sum, the Ashford Board appears to be operating effectively and, engaging in appropriate oversight of the University's operations, and Bridgepoint Education has supported this significant transition of authority and responsibility. It will be important for additional members to be added to the Board and for the Board to develop and oversee clear goals for the University relating to persistence and completion, as well as quality assurance and rigor. (CFRs 1.6, 3.9)

Summary. Overall, the 2013 Special Visit team found a University in the process of transforming itself and striving to achieve a major culture change from a market-driven enterprise to a University committed to student retention and success. The team found enthusiastic support for

this shift, reflected in widespread commitment from the Board, administration, faculty and staff, as well as a significant reallocation of resources to align with this new vision. As the team found in its comprehensive and detailed report, the University has taken seriously and acted upon the concerns identified by the 2012 team and the Commission in its July 3, 2012, letter. At the same time, the Commission recognizes that these changes are recent and will require effective monitoring and a commitment to continuous improvement to allow the University to achieve its goals. Further steps are needed to strengthen these changes to ensure that they, and the underlying commitment of the University, are sustained over time. With the recent reduction in enrollment, it will be important for the University to continue to build out its infrastructure to support its current enrollment, to achieve higher completion rates and improved quality, and to manage any further expansion so the University does not again grow beyond its capabilities. In this regard, the Commission urges that time be allowed to absorb the rapid growth of the University over the past decade in terms of both students and programs. Caution should be exercised before adding new programs until the program review process has been completed for a majority of existing programs.

The Commission finds that the University has now come into substantial compliance with its Standards of Accreditation and has acted accordingly.

Commission action:

The Commission acted to:

1. Receive the report of the Special Visit team;
2. Grant Initial Accreditation to Ashford University for five years, until July 15, 2018; and
3. Request a Special Visit in spring 2015 to monitor progress with respect to the recommendations made in this letter and the team report.

The Commission stipulates that this action encompasses the degrees being offered by Ashford University at the time of this action and as listed in Enclosure A. In keeping with the WASC Policy on Degree Level Approval, Ashford is currently designated as having an "I" (Individual) status for each of the degree levels currently being offered. This means that all new degree programs initiated by the University will require prior approval through WASC's Substantive Change process.

WASC will add the institution to its website listing of accredited institutions and invoice for membership dues from the date of the receipt of recognition of this action by the US Department of Education. The WASC database will reflect that the San Diego office is classified as the main campus. Correspondence from WASC will be addressed to this office.

This action permits the institution to designate the WASC Commission for Senior Colleges and Universities as its accreditor of record, subject to its voluntary withdrawal from the Higher Learning Commission (HLC) and receipt of acknowledgement by HLC and release of its relevant records to WASC. Ashford is advised to withdraw its accreditation from HLC and to name WASC as its accreditor of record for Title IV and other purposes. The effective date for the withdrawal should be concurrent with the date when the School Participation Management Division of the Department recognizes the change of accreditor, as will be communicated by the Department to Ashford. As soon as this date has been determined, it should be communicated to both WASC and HLC. Effective on that date, HLC will withdraw the institution's listing from its website and post a Public Disclosure Notice explaining the circumstances and indicating that Ashford University is now regionally accredited by the WASC Commission for Senior Colleges and Universities.

Accreditation status is not granted retroactively. Institutions granted the status of Accreditation must use the following statement if they wish to describe the status publicly:

Ashford University is accredited by WASC Senior College and University Commission,  
985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001

The phrase "fully accredited" is to be avoided, since no partial accreditation is possible.

As the University addresses the issues cited in this letter, it should be mindful of the expectations that it will need to meet at the time of its next comprehensive review, which will take place under the Standards of Accreditation and institutional review process published in the *2013 Handbook of Accreditation*. These expectations build on past practice and will continue to emphasize student success, quality improvement processes such as assessment and program review, planning, and financial sustainability. The *2013 Handbook* also includes new foci: the meaning, quality, and integrity of degrees, and more visionary institutional planning for the "new ecology" of learning. The University will be well served to familiarize itself with the *2013 Handbook* and to approach its challenges in ways that will address these expectations.

In accordance with Commission policy, a copy of this letter will be sent to the chair of Ashford's governing board in one week. The Commission expects that the team report and this action letter will be widely disseminated throughout the institution to promote further engagement and improvement, and to support the institution's response to the specific issues identified in them. The team report and this action letter will also be posted on the WASC website immediately following its receipt by the institution. If the institution elects to publish a response to this action on its own website, WASC will publish a link to its response on the institution's website.

Finally, the Commission wished to express its appreciation for the extensive work that the University undertook in preparing for and supporting this accreditation review. WASC is committed to an accreditation process that adds value to institutions while assuring public accountability, and we are grateful for your support of our process.



Please contact me if you have any questions regarding this action.

Sincerely,



Ralph A. Wolff  
President

RW/gc

Cc: Harold Hewitt, Commission Chair  
Gregory Geoffrey, Ashford Board Chair  
Liz Tice, ALO  
Sylvia Manning, President, Higher Learning Commission  
Garry Hays, team chair

<b>Ashford Degrees 2011</b>		
<b>Name Of Major</b>	<b>Degree Level</b>	<b>Modality</b>
Accounting	Bachelors	On-site
Adult Development	Bachelors	Distance Education
Applied Behavioral Science	Bachelors	Distance Education
Applied Linguistics	Bachelors	Distance Education
Biology	Bachelors	On-site
Business	Associate	Distance Education
Business Administration	Bachelors	Distance Education
Business Administration	Bachelors	On-site
Business Administration	Masters	Distance Education
Business Economics	Bachelors	Distance Education
Business Education	Bachelors	On-site
Business Information Systems	Bachelors	On-site
Business Information Systems	Bachelors	Distance Education
Business Leadership	Bachelors	On-site
Business Leadership	Bachelors	Distance Education
Child Development	Bachelors	Distance Education
Cognitive Studies	Bachelors	Distance Education
Communication Studies	Bachelors	Distance Education
Complementary and Alternative Health	Bachelors	Distance Education
Computer Graphic Design	Bachelors	On-site

Computer Science and Mathematics	Bachelors	On-site
Consumer and Family Financial Services	Bachelors	Distance Education
Cultural Anthropology	Bachelors	Distance Education
Early Childhood Education	Bachelors	Distance Education
Early Childhood Education	Associate	Distance Education
Early Childhood Education Administration	Bachelors	Distance Education
Education	Bachelors	On-site
Education	Masters	Distance Education
Education and Public Policy	Bachelors	Distance Education
Education Studies	Bachelors	Distance Education
Elementary Education	Bachelors	On-site
eMarketing	Bachelors	Distance Education
English	Bachelors	Distance Education
English and Communication	Bachelors	On-site
English Language Learner Studies	Bachelors	Distance Education
Entrepreneurship	Bachelors	Distance Education
Environmental Studies	Bachelors	On-site
Environmental Studies	Bachelors	Distance Education
Finance	Bachelors	On-site
Finance	Bachelors	Distance Education
Gerontology	Bachelors	Distance Education
Health and Human Services	Bachelors	Distance Education
Health and Wellness	Bachelors	Distance Education
Health Care Administration	Bachelors	On-site

Health Care Administration	Bachelors	Distance Education
Health Care Administration	Masters	Distance Education
Health Care Studies	Bachelors	Distance Education
Health Education	Bachelors	Distance Education
Health Informatics	Bachelors	Distance Education
Health Marketing and Communication	Bachelors	Distance Education
Health Science Administration	Bachelors	On-site
History	Bachelors	On-site
History	Bachelors	Distance Education
Homeland Security and Emergency Management	Bachelors	Distance Education
Human Resources Management	Bachelors	Distance Education
Instructional Design	Bachelors	Distance Education
International Business	Bachelors	Distance Education
Journalism and Mass Communication	Bachelors	Distance Education
Law Enforcement Administration	Bachelors	Distance Education
Liberal Arts	Bachelors	On-site
Liberal Arts	Bachelors	Distance Education
Library Science and Media	Bachelors	Distance Education
Military Studies	Associate	Distance Education
Military Studies	Bachelors	Distance Education
Natural Science	Bachelors	On-site
Operations Management and Analysis	Bachelors	Distance Education
Organizational Management	Masters	Distance Education
Organizational Management	Associate	Distance Education

Organizational Management	Bachelors	Distance Education
Physical Education	Bachelors	On-site
Political Science and Government	Bachelors	Distance Education
Project Management	Bachelors	Distance Education
Psychology	Bachelors	On-site
Psychology	Bachelors	Distance Education
Public Administration	Masters	Distance Education
Public Administration	Bachelors	Distance Education
Public Relations and Marketing	Bachelors	On-site
Public Relations and Marketing	Bachelors	Distance Education
Real Estate Studies	Bachelors	Distance Education
Service Management	Bachelors	Distance Education
Social and Criminal Justice	Bachelors	Distance Education
Social and Criminal Justice	Bachelors	On-site
Social Science	Bachelors	On-site
Social Science	Bachelors	Distance Education
Sociology	Bachelors	On-site
Sociology	Bachelors	Distance Education
Sports and Recreation Management	Bachelors	On-site
Sports and Recreation Management	Bachelors	Distance Education
Supply Chain Management	Bachelors	Distance Education
Sustainable Enterprise Management	Bachelors	Distance Education
Teaching and Learning with Technology	Masters	Distance Education



December 20, 2013

Dr. Richard Pattenaude, President and CEO  
Ashford University  
400 North Bluff Blvd.  
Clinton, IA 52732

Dear President Pattenaude:

I am writing to acknowledge receipt of a letter from Gregory L. Geoffroy, Chair, Ashford University Board of Trustees, resigning the University from affiliation with the Higher Learning Commission. I accept this resignation. This resignation will be effective December 12, 2013, as Dr. Geoffroy has requested. The University is not obligated to complete any further Commission evaluation activities.

As stated in Commission policy on Termination of Affiliation or Accreditation, subsection Resignation of Affiliation with the Commission (INST.B.30.010), the Commission issues a Public Disclosure Notice (PDN) describing the resignation. I am enclosing a copy of that document. The PDN will be available to the public through the Commission website and will be sent to the U.S. Department of Education, the State of Iowa, and the WASC Senior College and University Commission.

In addition, we will transfer any Commission accreditation files not already retained by WASC to that agency. However, the Commission will retain a complete copy of the University's accreditation files for the time period prior to this resignation for which the Commission will retain ongoing accountability.

Thank you for your cooperation. I wish you the best for the future of Ashford University.

Sincerely,

*Sylvia Manning*

Sylvia Manning  
President

Enclosure

cc: Kay Gilcher, Director, Accreditation and State Liaison, Office of Postsecondary Education,  
Department of Education  
Carolyn Small, Postsecondary Registration Administration, Iowa College Student Aid  
Commission  
Mary Ellen Petrisko, President, WASC Senior College and University Commission  
Joseph Hoey, Executive Vice President and Chief of Staff, Ashford University  
Andrew C. Lootens-White, Vice President and Chief Operating Officer, Higher Learning  
Commission  
Karen L. Solinski, Vice President for Legal and Governmental Affairs, Higher Learning  
Commission

## ARTICULATION AGREEMENT WITH VALENCIA COLLEGE

Ashford University and **Valencia College** have entered into this Articulation Agreement in the spirit of cooperation and to mutually recognize each other as quality institutions of higher learning. The purpose of the Agreement is to enable **Valencia College** students who transfer to Ashford University to carry with them the credit they have already earned. The Articulation Agreement provides a structure through which transfer articulation on all levels can be supported. Students may pursue their academic and professional goals through any one of the Bachelor's degrees offered at Ashford University.

**Valencia College** graduates with a minimum cumulative GPA of 2.0 entering under the terms of this agreement are guaranteed admission into a Bachelor's degree program at Ashford University provided they meet all admissions requirements for the degree program. The transfer guides outlined in this Articulation Agreement are applicable to students transferring to Ashford University from **Valencia College** during the Catalog year 2013-2014.

Under this Agreement, **Valencia College** students transferring with an Associate's degree with a minimum 2.0 cumulative GPA and recognized as meeting the general education requirement at state universities in Florida will have fulfilled all lower division General Education requirements at Ashford University. The General Education Capstone course must still be completed at Ashford University.

**Valencia College** students transferring without an aforementioned degree will have all college-level academic credit (generally, 100-level or higher), and with a grade of "C-" or better, accepted for transfer on a course-by-course basis into the academic categories that are the best fits (e.g., elective, General Education requirement, major course). Students may transfer up to 90 **Valencia College** credits.

Credits must have been earned with grade of "C-" or better from regionally accredited or selected nationally accredited colleges or universities. Transfer credits will generally be evaluated from each college or university independently. A maximum of 9 credits with a "D" grade are transferable as long as the student's cumulative overall GPA is 2.0 or above. "D" credits cannot be applied toward the major or toward General Education competencies.

Transfer credit may not be granted when it duplicates college credit previously earned. Credit will not be given for the same learning twice.

All students must successfully complete a minimum of 30 upper-division credits to graduate. Lower-division courses transferring in to satisfy upper-division courses will not constitute completion of the 30 upper-division credits required for graduation.

Graduate-level transfer credits cannot be applied to undergraduate degrees. The online modality at Ashford University places no general age limit on transfer credit from regionally accredited and selected nationally accredited institutions, with possible exceptions in subject areas where there have been significant change. Requirements are specifically noted in degree/major requirements.

For more information about the on-time completion rates, the median loan debt of students who completed each program, and other important information, please visit [www.ashford.edu/pd](http://www.ashford.edu/pd).



The Articulation Agreement provides a structure through which transfer articulation on all levels can be supported. Students may pursue their academic and professional goals through any one of the Bachelor's degrees offered at Ashford University.

## BACHELOR OF ARTS (Click for Degree)

General Education Requirements

Accounting

Adult Development

Applied Behavioral Science

Applied Linguistics

Business Administration

Business Economics

Business Information Systems

Business Leadership

Child Development

Cognitive Studies

Communication Studies

Complementary and Alternative Health

Consumer and Family Financial Services

Cultural Anthropology

Early Childhood Education

Early Childhood Education Administration

Education and Public Policy

Education Studies

eMarketing

English

English Language Learner Studies

Entrepreneurship

Environmental Studies

Finance

Gerontology

Health Care Administration

Health Care Studies

Health Education

Health and Human Services

Health Informatics

Health Marketing and Communication

Health and Wellness

History

Homeland Security and Emergency Management

Human Resources Management

Instructional Design

International Business

Journalism and Mass Communication

Law Enforcement Administration

Liberal Arts

Library Science and Media

Military Studies

Operations Management and Analysis

Organizational Management

Political Science and Government

Project Management

Psychology

Public Administration

Public Relations and Marketing

Real Estate Studies

Service Management (4 Specializations)

Social and Criminal Justice

Social Science

Sociology

Sports and Recreation Management

Supply Chain Management

Sustainable Enterprise Management





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**UNITED STATES DEPARTMENT OF EDUCATION**

FEDERAL STUDENT AID  
SCHOOL ELIGIBILITY CHANNEL  
SCHOOL PARTICIPATION TEAM  
SAN FRANCISCO/SEATTLE TEAM

Dr. Richard Pattenaude  
President and Chief Executive Officer  
Ashford University  
8620 Spectrum Center Boulevard  
San Diego, CA 92123-1406

12/06/2013

**OPE ID 00188100**

**Approval Notice**

Reason for Action: Accrediting Agency  
Redesignation of Main Campus  
Approval Date: Effective 11/21/2013

Dear Dr. Pattenaude:

The San Francisco/Seattle School Participation Team has completed its review of the documentation that Ashford University (Institution) submitted regarding its accrediting agency and redesignation of main campus.

As a result of that review, we have approved the following:

New accreditor(s):

Primary: Western Association of Schools and Colleges - Sr. Colleges & Universities

Change of address:

OPEID: 00188100 - Ashford University,  
8620 Spectrum Center Boulevard, San Diego, CA 92123-1406

Please print a copy of this notice and the Eligibility and Certification Approval Report (ECAR) from the EAPP website at <http://eligcert.ed.gov/eapp/owa/ecar>. This Approval Notice is an addendum to the Institution's Program Participation Agreement (PPA). Please retain this notice and the ECAR with the PPA for compliance purposes.

Should you have any questions, please contact Dianne O'Riley at (202) 377-4242 .

Sincerely,

A handwritten signature in black ink, appearing to read "Dyon Toney". The signature is fluid and cursive, with the first name "Dyon" being more prominent than the last name "Toney".

Dyon Toney  
Team Lead  
School Participation Team, NW  
San Francisco/Seattle Team

cc: Matthew Vallejo, Vice President, Financial Aid & Services

**Selected Data: Ashford University, Florida College System Institutions and State University System Institutions**

Source: Integrated Postsecondary Education Data System (IPEDS)

Data - 2012-2013 unless otherwise stated	Ashford University	Florida College System			State University System		
		Min.	Max.	Average	Min.	Max.	Average
Applicants total (Fall 2012)	5951	0	0		5747	33281	20073
Admissions total (Fall 2012)	5725	0	0		2795	16124	9653
Percent admitted - total (Fall 2012)	96	0	0		40	68	50
Enrolled total (Fall 2012)	2676	0	0		1364	6289	3540
Grand total (EF2012 All students Undergraduate total)	69380	2800	42915	18303	10053	51010	25669
Full time total (EF2012 All students Undergraduate total)	69336	1042	16998	6751	7596	36775	19593
Part time total (EF2012 All students Undergraduate total)	44	1758	25917	11552	953	14235	6076
American Indian or Alaska Native total (EF2012A All students Undergraduate total)	707	4	141	62	16	129	64
Asian total (EF2012A All students Undergraduate total)	760	45	1803	549	76	2796	1152
Black or African American total (EF2012A All students Undergraduate total)	24135	296	7434	3235	833	9430	3605
Hispanic total (EF2012A All students Undergraduate total)	6385	465	13262	3442	118	24874	6236
Native Hawaiian or Other Pacific Islander total (EF2012A All students Undergraduate total)	449	9	150	43	0	184	54
White total (EF2012A All students Undergraduate total)	33707	1556	21989	9586	324	30158	13089
Published in-state tuition 2012-13 (IC2012_AY)	9648	1888	3135	2332	2480	4668	4088
Published out-of-state tuition 2012-13 (IC2012_AY)	9648	1997	11829	8582	14332	25641	18100
Total price for in-state students living off campus (not with family) 2012-13 (DRVIC2012)	26496	10617	20068	15558	19791	24291	20864
Total price for out-of-state students living off campus (not with family) 2012-13 (DRVIC2012)	26496	10617	28323	22768	30317	42290	35528
Percent of undergraduate students receiving Federal student loans (SFA1112)	78	6	40	20	34	76	47
Percent of full-time first-time undergraduates receiving any financial aid (SFA1112)	95	58	97	82	86	98	95
Percent of full-time first-time undergraduates receiving federal grant aid (SFA1112)	84	46	70	61	28	68	40
Average amount of federal grant aid received by full-time first-time undergraduates (SFA1112)	4833	3652	5001	4463	4257	5089	4541
Percent of full-time first-time undergraduates receiving student loan aid (SFA1112)	87	3	50	22	28	81	44
Average amount of student loan aid received by full-time first-time undergraduates (SFA1112)	7138	1589	6049	4168	5380	7484	6061
Percent of full-time first-time undergraduates receiving federal student loans (SFA1112)	87	3	50	22	28	80	44
Average amount of Federal student loan aid received by undergraduate students (SFA1112)	7789	2723	7275	5012	6534	8328	7360
Full-time retention rate 2012 (EF2012D)	39	57	60	59	71	96	84
Graduation rate total cohort (DRVGR2012)	21	31	44	36	40	85	55
Graduation rate - bachelor's degree within 4 years total (DRVGR2012)	10	0	0		10	64	29
Graduation rate - bachelor's degree within 6 years total (DRVGR2012)	22	0	0		40	85	55
Graduation rate - bachelor's degree within 100% of normal time (4-years) (GR200_12)	10	0	0		13	59	28
Graduation rate - bachelor's degree within 150% of normal time (6-years) (GR200_12)	34	0	0		41	84	54
Graduation rate American Indian or Alaska Native (DRVGR2012)	33	0	100	32	0	83	39
Graduation rate Asian/Native Hawaiian/Other Pacific Islander (DRVGR2012)	50	27	67	44	36	86	62
Graduation rate Asian (DRVGR2012)	50	27	67	44	28	86	61
Graduation rate Black non-Hispanic (DRVGR2012)	18	14	40	24	37	75	52
Graduation rate Hispanic (DRVGR2012)	16	19	43	32	29	85	52
Graduation rate White non-Hispanic (DRVGR2012)	22	33	46	39	30	87	54

**Articulation Coordinating Committee  
April 4, 2014**

**Item #4: Update to ACC Credit-by-Examination Equivalencies List**

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**ACC Action: Approval**

Faculty reviewers will meet on June 27, 2014 to determine postsecondary course equivalencies for the newly developed AP Physics 1 and 2 courses, which replace AP Physics B. These equivalencies will be included in the list that will be incorporated into the 6A-10.024 "Articulation Rule" for State Board of Education approval this fall.

**Articulation Coordinating Committee**  
**April 4, 2014**

**Item #5: Rule Workshop: 6A-10.024 Articulation Between and Among Universities, Community Colleges, and School Districts**

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**ACC Action: Discussion**

The rule implements the statewide articulation agreement of Section 1007.23, Florida Statutes, which facilitates the transfer of credit across Florida educational entities. The purpose of this rule development is to update provisions made necessary due to recent statutory and rule changes, and for clarity.

Proposed changes include: update terms for community college, technical credit, career credit and college preparatory credit; remove the duties of the Articulation Coordinating Committee in favor of statutory provisions; clarify general education program provisions for associate in arts and baccalaureate degrees; update associate in arts and associate in science definitions; modify the associate in arts grade point average requirement to cumulative rather than in each course attempted; add provisions regarding Florida College System institution obligations regarding student advising about baccalaureate programs and institutions of interest; clarify initial award and transfer provisions relating to credit-by-examination and incorporate the Articulation Coordinating Committee Credit-by-Examination Equivalencies, Revised September 2014; remove references to pre-professional courses and remove references to a repealed rule.

**6A-10.024, F.A.C.  
Articulation Between and Among  
Universities, FloridaCommunity  
Colleges, and School Districts**

**Rule Workshop  
June 30, 2014**

*Florida Department of*  
**EDUCATION**

**6A-10.024 Articulation Between and Among  
Universities, Community Colleges, and School Districts**

- Delete Articulation Coordinating Committee, in favor of s. 1007.01(3), F.S.
- General Education
  - Specify for AA degree, as well as baccalaureate
  - Course-by-course transfer of general education subject to SCNS

*Florida Department of*  
**EDUCATION**

**6A-10.024 Articulation Between and Among Universities, Community Colleges, and School Districts**

- Associate in Arts Degree
  - Defined in Rule 6A-14.030, F.A.C.
  - Remove “...exclusive of courses not accepted in the state university system”
  - Add foreign language as required component
  - Cumulative GPA of 2.0, remove “in all courses attempted...”
  - Add provision relating to baccalaureate program/institution of interest

*Florida Department of*  
**EDUCATION**

**6A-10.024 Articulation Between and Among Universities, Community Colleges, and School Districts**

- Associate in Science Degree
  - Defined in Rule 6A-14.030, F.A.C.
  - Remove reference to SACS criteria
  - Remove reference to Rule 6A-10.0312 (rule repealed)
  - No changes to capstone or career ladder language (changes upon revisions to AS-BS)
  - Remove provision to award AS based on rule and ACC provisions

*Florida Department of*  
**EDUCATION**

### 6A-10.024 Articulation Between and Among Universities, Community Colleges, and School Districts

- Applied Technology Diploma
  - Change “technical credit” to “clock hours”
  - No change to A.T.D. articulation agreement language

Florida Department of  
**EDUCATION**

### 6A-10.024 Articulation Between and Among Universities, Community Colleges, and School Districts

- Credit by Examination
  - Remove mandate to submit exam information to SCNS
  - Incorporate *ACC Credit-by-Examination Equivalencies List*
  - ~~Credit by examination may not duplicate credit previously earned through postsecondary courses or through examination.~~ Credit by examination may not duplicate credit from previous successfully completed postsecondary courses or examinations. Credit by examination shall be included in institution grade forgiveness policies.
  - Collapse AP, IB, AICE, CLEP provisions to one paragraph

Florida Department of  
**EDUCATION**



**6A-10.024 Articulation Between and Among Universities, Community Colleges, and School Districts**

- Other Provisions
  - Remove “Pre-professional course responsibility”
  - Catalog in effect: add language to ensure transfer students treated equally as native students
  - Revise required course credit types on the SCNS (college credit, clock hours, developmental education), per Rule 6A-10.033, F.A.C.

*Florida Department of*  
**EDUCATION**

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

It is the intent of the Board of Governors in regulation and the State Board of Education in rule to facilitate articulation and seamless integration of the education system by agreeing to the provisions of this articulation agreement, pursuant to Section 1007.23, Florida Statutes~~rule~~. The authority to adopt and amend ~~this rule~~ the regulation 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 Florida College System~~community college system~~, and the Department of Education.

(1) Each state university board of trustees, Florida College System ~~community college~~ 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.~~

~~(23) General education.~~

(a) Each state university and Florida College System ~~public postsecondary~~ 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 College System institution ~~community college~~ 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 the a general education core curriculum prior to transfer, the general education requirement becomes the responsibility of the new institution-, consistent with section 1007.24, F.S.

~~(34) 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 College System institution community college shall be granted admission to the an upper division program of a public postsecondary institution consistent with Section 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(3), F.A.C., which definition is incorporated by reference herein, and for purposes of this agreement, shall include be awarded upon:~~

~~(a) Completion of sixty (60) semester hours of college credit courses in an established program of study that includes , exclusive of courses not accepted in the state university system, and including 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 and appropriate foreign language courses, 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 public postsecondary institutionstate university or receiving community college. Whether courses with "D" grades in the major satisfy requirements in the major field may be decided by the receiving public postsecondary institution, university or receiving community college. 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.~~

(4) 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. If the student indicates a program at a public postsecondary institution, the Florida College System institution in which the student is enrolled must inform the student of the common program prerequisites, pursuant to Section 1007.25(5), Florida Statutes.

(5) Associate in Science (A.S.) Degree. The associate in science degree is defined in Rule 6A-14.030(3), F.A.C., which definition is incorporated by reference herein, and for purposes of this agreement shall include: ~~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 shall be awarded upon:~~

~~(a)1. 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(32), F.A.C.~~

~~(b)2. 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 meet the Southern Association of College and Schools Commission on Colleges criteria. English and mathematics 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.~~

~~(b) 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.~~

~~(c)2. Completion of common prerequisites, pursuant to Section 1007.25(5), Florida Statutes, will be required for the baccalaureate degree or as otherwise outlined in program-specific statewide agreements.~~

~~(d)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.~~

~~(e) 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 College System institution~~community college~~ 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 Florida College System institution~~community colleges~~ 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.

(f) 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 College System institution~~community college~~ 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.~~

(g)~~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.

(6) 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 A.T.D. applied technology diploma program may consist of either clock hours technical credit 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) ~~Florida College System institutions~~~~Community colleges~~ may offer either college credit or clock hours ~~or career credit~~ toward the applied technology diploma. Career centers may offer only clock hours ~~career credits~~.

(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 Florida College System institution ~~community college~~ boards of trustees.

(7) 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.~~

(a)2. For examination programs listed in Section 1007.27, F.S., 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. The list is incorporated in the document Articulation Coordinating Committee Credit-by-Examination Equivalencies, Revised September 2014, which is herein incorporated by reference and located at [ \_\_\_\_\_ ].

~~(b)3.~~ 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.

~~(c)4.~~ Transfer of examination credit over forty-five (45) credits is at the discretion of the receiving institution.

~~(d)5.~~ Credit by examination may not duplicate credit previously earned through postsecondary courses or through examination. Credit by examination may not duplicate credit from previous successfully completed postsecondary courses or examinations. Credit by examination shall be included in institution grade forgiveness policies.

~~(e)6.~~ No grades or grade points shall be assigned for credit by examination.

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 Section 1007.27, F.S. The postsecondary institution shall determine the credit awarded for examinations completed prior to November 1, 2001, or examinations not included in the Articulation Coordinating Committee Credit-by-Examination Equivalencies.

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.

87. 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.~~

~~(89) Limited access programs. Florida College System institutions ~~Community college~~ 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.~~

~~(940) 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.~~

~~(1044) State universities and Florida College System institutions ~~community colleges~~ 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.

(~~1142~~) The Department and all public universities, Florida College System institutions~~community colleges~~, 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.

(~~1243~~) All postsecondary courses offered for college credit, clock hours~~career credit~~, or developmental education~~college preparatory credit~~, or career preparatory credit as they are defined in Rule 6A-10.033, F.A.C., which definitions are incorporated by reference herein, 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.

(~~1344~~) 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  
April 4, 2014**

**Item #6: Report by the ACC Statewide Residency Committee**

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**ACC Action: Discussion**

Discussion will include revisions to Rule 6A-10.044 Residency for Tuition Purposes

**Articulation Coordinating Committee  
April 4, 2014**

**Item #7: Legislative Update**

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**ACC Action: Discussion**

**Articulation Coordinating Committee  
April 4, 2014**

**Item #8 AS-BS Update**

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**ACC Action: Discussion**

**Phase I**

May/June 2014 Create faculty committees drawn from those institutions offering programs and courses in those disciplines represented by the AS-BS articulation agreements.

Membership will be solicited from the Florida College System Occupational Education Standing Committee (OESC) and State University System (SUS) Undergraduate Deans.

The faculty discipline groups will be composed of about 10 members, with comparable distribution between FCS and SUS institutions.

July – September 2014 Faculty groups will meet via conference call to: (1) determine if the existing articulation agreement should be revised or deleted; (2) if revised, update courses and validation mechanisms; (3) if deleted, recommend provisions to ensure transferability of the AS degree; and (4) if the agreement remains in effect, determine if the structure of the AS degree reflected in the agreement should be strictly followed by all institutions offering that AS degree.

October, 2014 Make recommendations to the ACC regarding the revisions to or deletion of the agreement. All revisions may not be completed by the ACC meeting, but the committee may report on its overall direction.

**Phase II**

September, 2014 Convene an AS-BS articulation Steering Committee of FCS and SUS representatives to consider: (1) if there are any new AS-BS agreements that should be negotiated; and (2) the feasibility of broader articulation policies for the AS to baccalaureate degrees, not limited to those with articulation agreements. Such provisions would be included in the Articulation Rule (6A-10.024, FAC), and may include elements reflected in Appendix C, question #5.

February, 2015 Make recommendations to the ACC regarding proposals for new articulation agreements and broad AS articulation rule language.

May, 2015 Update the Articulation Rule with new articulation agreement and articulation provisions.

## **Associate in Science to Baccalaureate Program Articulation Agreements**

### **Background and Recommendations for Revisions to Agreements**

Florida's Statewide Articulation Agreement, implemented in 1971, had as its core the guaranteed access by associate in arts (AA) graduates at Florida College System (FCS) institutions to a state university. This AA to baccalaureate transfer has been very successful. In fact, FCS transfer students accounted for nearly 54 percent of the State University System unduplicated upper-division student headcount in 2011-12, with the largest group of those FCS transfers having earned AA degrees\*. However, for much of the history of the articulation agreement, no such guarantee existed for those students in Associate in Science (AS) degree programs, as these degrees were typically considered to be career degrees. Nationally, the AS degree was often considered both a career and transfer degree, with the Associate in Applied Science (AAS) degree designated as the terminal degree. In Florida, the distinctions between the AS and AAS were less clear, imposing barriers on AS transfer to the baccalaureate level.

In the 1990's there was a movement to encourage students in occupational degree programs to further their education and career goals, and to facilitate the seamless articulation of these degrees. In 1998, the Florida Legislature passed chapter 98-58, Laws of Florida (SB 1124), which created then section 240.115(d), Florida Statutes, mandating:

(d) By fall semester 1998, the articulation agreement must guarantee the statewide articulation of appropriate courses within associate in science degree programs to baccalaureate degree programs, according to standards established by the Articulation Coordinating Committee after consultation with the Board of Regents and the State Board of Community Colleges. Courses within an associate in applied science degree program may articulate into a baccalaureate degree program on an individual or block basis as authorized in local inter-institutional articulation agreements.

In 1999, the Articulation Coordinating Committee (ACC) established an AS to BA/BS Articulation Committee to steer the process of creating articulation agreements. The committee's proposal would be guided by current program considerations, legislative requirements, and the Southern Association of Colleges and Schools (SACS) criteria for accreditation. Given these, Florida was in position to create AS degrees that served two purposes—to retain the career aspect of the AS degree, while also ensuring it would transfer to the baccalaureate program. The AAS in turn would be designed as the “terminal” or career degree. During the process, the AS to BA/BS Articulation Committee established three articulation models:

(1) Career Ladder. The AS-BA/BS career ladder model applies only to programs that are related. It integrates lower division AS programs with upper division BA/BS programs. The agreement requires course-by-course equivalencies.

(2) Capstone. The AS will transfer to specialized BA/BS degrees and would provide a capstone experience to related programs. The emphasis would be managerial and/or supervisory. The foreign language requirement for admission, CLAST, and prerequisites would be in effect.

\*<http://www.fldoe.org/fcs/OSAS/Evaluations/pdf/Transfers.pdf>

(3) AS to Baccalaureate of Applied Technology (BAT). This model was deemed similar to model 2 in providing a capstone experience. The BAT is for the practitioner, with a more practical than theoretical focus, building on the technical courses from the AS degree. This model was rejected in favor of the capstone agreement.

Instead of attempting to convene the proposed 23 faculty discipline groups working with 600+ majors to review all AS feeder programs, pilot groups were established in accounting, hospitality management, radiologic technology, engineering technology, nursing, business administration, and computer science. Faculty groups in these disciplines were convened consisting of community college and university faculty from every institution offering those programs. The faculty groups were tasked with developing AS-BA/BS articulation agreement frameworks.

The faculty groups operated under these guiding principles:

- The agreements must retain the career aspect of the AS while preserving the integrity of the baccalaureate degree;
- The AS to baccalaureate agreements must fall within about 128 semester hours;
- The agreements must not jeopardize accreditation—this included considerations of faculty qualifications;
- General education courses in the AS degree must meet the requirements of the baccalaureate degree. Also, since the AS degree typically contained 15-18 hours of general education, the remainder must be completed after transfer to the baccalaureate program; and
- The faculty groups must determine if the AS coursework will transfer course-to-course or as a block of credit.

The faculty groups for accounting and computer science were not able to reach an agreement. Appendix A lists the current career ladder AS-BS articulation agreements developed by the faculty groups (full agreements at [http://www.fldoe.org/articulation/pdf/AStoBaccalaureate\\_Agreemnts.pdf](http://www.fldoe.org/articulation/pdf/AStoBaccalaureate_Agreemnts.pdf)).

Since the approval of these agreements in 2000, the agreements have not reviewed or updated, with the exception of the nursing agreement. A new agreement was created, however, in Criminal Justice Technology. Instead, most work regarding specific courses and credits for entrance to the baccalaureate degree was focused on the Common Prerequisite Manual (section 1007.25, Florida Statutes). This manual lists required courses for entrance to all baccalaureate programs at public institutions in Florida.

As the Common Prerequisite Manual became the standard, questions arose about the accuracy and feasibility of the AS-BA/BS articulation agreements. Some AS degrees included in the agreements had been discontinued, and updated program CIP codes no longer matched those listed in the agreements. Finally, in looking at student transfer patterns, it seemed apparent that the agreements were not heavily utilized. Appendix B shows data from 2002 to 2007 regarding student completion of AS degrees and transfer into the baccalaureate degree reflected in the agreement.

In more recent years, the FCS has taken steps to facilitate the distinction of the AS degree as a fully transferable 2+2 degree. The FCS Council of Presidents (COP) adopted the [Guidelines on Transfer Agreements and Faculty Credentials and Qualifications](#) document in 2011 to ensure

consistency and full faith in the academic integrity of transferable coursework delivered by the FCS institutions. This document identifies the AA and AS degrees as the FCS's 2+2 associate degree options and iterates these degrees conform to all academic requirements foundational to the award of a bachelor degree per Florida statute and Southern Association of Colleges and Schools' Commission on Colleges (SACSCOC) Principles of Accreditation. The document establishes recommended minimum faculty credentialing and qualifications for each AAS and AS program, as well as designates all career and technical degree programs as either AAS or AS degrees. This results in a clear distinction between the transferable AS degrees and workforce-focused AAS degrees.

In 2013, Rule 6A-14.030, *Instruction and Awards in Florida College System Institutions*, was revised to distinguish the AS degree as transfer degree and a basis for admission to a related baccalaureate degree within the FCS. Colleges now offer numerous Bachelor of Applied Science (BAS) degrees that identify the AS degree as the primary entry pathway to the baccalaureate. To determine future activity with the AS-BA/BS articulation agreements, staff from the Division of Florida Colleges and Board of Governors offices surveyed institutions regarding the revision or removal of these agreements, and about the possibility of replacing the agreements with either the Common Prerequisite Manual or with broad articulation guarantees in State Board of Education rule (i.e., a limited 2+2 agreement for related degrees). Appendix C shows the results of this survey.

At its October 23, 2013, meeting, the Articulation Coordinating Committee reviewed the survey data and recommendations for revisions to the articulation agreements, and approved moving forward with activities in two phases.

## **Phase I**

May/June 2014 Create faculty committees drawn from those institutions offering programs and courses in those disciplines represented by the AS-BS articulation agreements.

Membership will be solicited from the Florida College System Occupational Education Standing Committee (OESC) and State University System (SUS) Undergraduate Deans.

The faculty discipline groups will be composed of about 10 members, with comparable distribution between FCS and SUS institutions.

July – September 2014 Faculty groups will meet via conference call to: (1) determine if the existing articulation agreement should be revised or deleted; (2) if revised, update courses and validation mechanisms; (3) if deleted, recommend provisions to ensure transferability of the AS degree; and (4) if the agreement remains in effect, determine if the structure of the AS degree reflected in the agreement should be strictly followed by all institutions offering that AS degree.



October, 2014                      Make recommendations to the ACC regarding the revisions to or deletion of the agreement. All revisions may not be completed by the ACC meeting, but the committee may report on its overall direction.

**Phase II**

September, 2014                      Convene an AS-BS articulation Steering Committee of FCS and SUS representatives to consider: (1) if there are any new AS-BS agreements that should be negotiated; and (2) the feasibility of broader articulation policies for the AS to baccalaureate degrees, not limited to those with articulation agreements. Such provisions would be included in the Articulation Rule (6A-10.024, FAC), and may include elements reflected in Appendix C, question #5.

February, 2015                      Make recommendations to the ACC regarding proposals for new articulation agreements and broad AS articulation rule language.

May, 2015                              Update the Articulation Rule with new articulation agreement and articulation provisions.

## Appendix A

# Career Ladder Agreements

### List of Articulated Programs and Hours

The following Associate in Science degree programs shall articulate into a baccalaureate degree in the designated university programs under the provisions of Rule 6A-10.024 - Articulation Between Universities, Community Colleges, and School Districts and the career ladder agreements contained herein:

<i>AS Degree Program</i>	<i>University Degree Program</i>	<i>Total Hours</i>	<i>Page Number</i>
Radiography (CIP 1317020900)	Radiologic Technology (CIP 51.0907)	132	3
Nursing (CIP 1318110100)	Nursing (CIP 51.1601)	128	5
Hospitality & Tourism Mgmt. (CIP 1206079900)	Hospitality Admin/Mgmt in programs not accredited by AACSB (CIP 52.0901)	124	8
Electronics Engineering Tech. (CIP 1615030301)	Electronics Engineering Technology (CIP 15.0303) Engineering Technology General (CIP 15.1101 Track 2: Electrical)	134	10
Business Administration (CIP 1506040102)	Business, General (52.0101) Business Admin. & Mgmt (CIP 52.0201)	132	14
Regionally-Accredited AS Degree Program	Applied Science (CIP 24.0105)	120	16
Computer Engineering Tech. (CIP 1615040200)	Information Systems Technology (CIP 15.1202)	134	17
Technology Education Areas of Emphasis:  Construction Technology (CIP 1924010100)  Graphics Communication Technology  Drafting and Design Technology  Transportation Technology	Technology Teacher Education (CIP 13.1320)	129	18
Criminal Justice Technology (CIP 1743010300)	Criminal Justice (CIP 43.0104)	130	20

**Appendix B**  
**AS degree completers who enroll in associated bachelor's degree listed in AS-BS articulation agreement**

AS Degree	AS CIP	Bachelor's Degree	BS CIP	2002-03 AS completers enrolled in an SUS program between 2002-03 thru 2006-07		2003-04 AS completers enrolled in an SUS program between 2003-04 thru 2006-07		2004-05 AS completers enrolled in an SUS program between 2004-05 thru 2006-07	
				AS GRADS	% ENROLLED SUS	AS GRADS	% ENROLLED SUS	AS GRADS	% ENROLLED SUS
Business Administration	1506040102	Business Administration and Management	52.0201	153	11.11%	201	9.45%	215	12.09%
Business Administration	1506040102	Business, General	52.0101	153	4.58%	201	4.48%	215	7.44%
Criminal Justice Technology	1743010300	Criminal Justice	43.0104	162	6.17%	178	14.04%	169	13.02%
Electronics Engineering Technology	1615030301	Electronics Engineering Technology	15.0303	82	6.10%	66	10.61%	51	15.69%
Electronics Engineering Technology	1615030301	Engineering Technology General	15.1101	82	0.00%	66	0.00%	51	0.00%
Hospitality & Tourism Management	1206079900	Hospitality Admin/Mgmt (non AACSB)	52.0901	36	27.78%	52	34.62%	59	38.98%
Computer Engineering Technology	1615040200	Information Systems Technology	15.1202	129	18.60%	153	15.03%	151	13.91%
Registered Nursing	1318110100	Nursing	51.1601	2622	10.98%	3295	8.77%	3398	7.47%
Radiography	1317020900	Radiologic Technology	51.0907	146	0.00%	146	3.42%	242	0.41%
Drafting and Design Technology	1615020200	Technology Teacher Education	13.132	62	0.00%	56	0.00%	79	0.00%
Construction Technology	1615100101	Technology Teacher Education	13.132	17	0.00%	37	0.00%	45	0.00%
Graphics Technology	1650040200	Technology Teacher Education	13.132	178	0.00%	152	0.00%	170	0.00%

**Appendix C**  
**AS-BS Articulation Agreements**  
**FCS and SUS Survey**

1. The current AS to BS agreements are listed below. Please indicate if, in your opinion, each agreement should be maintained, revised/updated, or eliminated.

	Maintain				Revise				Eliminate				No opinion
	FCS		SUS		FCS		SUS		FCS		SUS		SUS
AS Radiography - BS Radiologic Technology	47%	7	0%	0	13%	2	0%	0	40%	6	60%	6	4
AS Nursing - BS Nursing	67%	10	40%	4	7%	1	20%	2	27%	4	40%	4	
AS Hospitality & Tourism Management - BS Hospitality Administration Management	39%	5	20%	2	15%	2	20%	2	46%	6	60%	6	
AS Electronics Engineering Technology - BS Electronics Engineering Technology; BS Engineering Technology General	50%	6	20%	2	17%	2	10%	1	33%	4	40%	4	3
AS Business Administration – BS Business, General; BS Business Administration & Management	38%	5	10%	1	13%	2	0%	0	50%	8	80%	8	1
Regionally Accredited AS Degree Program - BS Applied Sciences	33%	3	50%	5	22%	2	10%	1	44%	4	30%	3	1
AS Computer Engineering Technology - BS Information Systems Technology	36%	4	20%	2	18%	2	0%	0	46%	5	60%	6	2
AS Technology Education (4 areas of emphasis) - BS Technology Teacher Education	33%	3	10%	1	11%	1	10%	1	56%	5	40%	4	4
AS Criminal Justice Technology - BS Criminal Justice	46%	6	10%	1	8%	1	0%	0	46%	6	80%	8	1

2. If individual AS to BS articulation agreements are to be maintained, are there any new AS to BS agreements that should be targeted for development?

FCS	AS in Health Information Technology to BAS in Health Informatics and Information Management
FCS	AS in Health Science to BAS in Health Science
FCS	AS in Supply Chain Management to BS in Logistics
SUS	AS Computer Engineering Technology to BBA in Management Information Systems

**3. Do you believe the ACC should explore replacing the AS to BS agreements with the Common Prerequisite Manual?**

	FCS		SUS	
Yes	56%	10	60%	6
No	44%	8	30%	3
No Opinion			10%	1

**4. Would you support adding specific AS transfer policies to rule 6A-10.024, F.A.C., rather than maintaining individual AS to BS articulation agreements?**

	FCS		SUS	
Yes	84%	16	50%	5
No	16%	3	40%	4
Perhaps			10%	1

**5. If yes to #4, please specify the components that should be included in the policy:**

	FCS		SUS	
Guarantee certain AS degrees will articulate into specific BS/BAS programs, i.e. 2+2 for the AS degree	88%	14	20%	2
Guarantee transfer of the general education block (15-18 credit hours)	94%	15	70%	7
Require the AS general education component be comprised of general education core course options	69%	11	70%	7
Guarantee AS degrees will transfer a certain number of credit hours to the baccalaureate degree	69%	11	30%	3
Guarantee AS transfer students will enter the baccalaureate program with junior status	88%	14	30%	3
Guarantee AS transfer students will be able to complete the baccalaureate degree within the standard program length	88%	14	10%	1
Authorize the use of validation mechanisms in the transfer of credit	38%	6	30%	3

**6. Are you supportive of a generic AS to BS articulation agreement?**

	SUS	
Yes	20%	2
No	70%	7
Perhaps	10%	1

**Articulation Coordinating Committee  
April 4, 2014**

**Item #9: Online Credit Rule**

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**ACC Action: Discussion**

In 2013 the Legislature passed HB7029, which created section 1004.0961, Florida Statutes.

**1004.0961 Credit for online courses.—**

Beginning in the 2015-2016 school year, the State Board of Education and the Board of Governors shall adopt rules that enable students to earn academic credit for online courses, including massive open online courses, prior to initial enrollment at a postsecondary institution. The rules of the State Board of Education and rules of the Board of Governors must include procedures for credential evaluation and the award of credit, including, but not limited to, recommendations for credit by the American Council on Education; equivalency and alignment of coursework with appropriate courses; course descriptions; type and amount of credit that may be awarded; and transfer of credit.

History.—s. 6, ch. 2013-225.

#### **6A-14.X. Online Courses.**

(1) College Credit for Online Courses. By fall 2015, each Florida College System institution board of trustees shall adopt a policy that enables students to earn appropriate credit for online coursework prior to initial enrollment.

(a) The policy shall include:

1. A description of student responsibilities for initiating a review of prior learning through online courses and documentation requirements for the purposes of determining equivalency of required outcomes within the student's intended program of study.

2. A description of the review procedures of prior learning through online coursework that is within the same parameters and quality assurance protocols, including but not limited to faculty credential evaluation, outcome equivalency and student demonstrated mastery of competency, as any other award of credit for prior learning that is not guaranteed to transfer pursuant to s. 1007.24(7), F.S.

3. A description of credit that may be granted to students for coursework that is recognized by the American Council on Education (ACE).

4. A description of the student appeals process.

(b) The procedure for the alignment of coursework is to determine whether the online course fulfills a general education or major course or degree program requirement and, if deemed equivalent, apply the credit as such. Otherwise, credit will be granted to the extent elective credits are needed to fulfill program requirements.

(c) Credit awarded for online coursework shall be noted on the student's transcript. A receiving Florida public postsecondary institution may accept in transfer any college credit that was previously evaluated and awarded by a Florida public postsecondary institution, and that is appropriate to the student's program of study.

(d) Each Florida College System institution shall display the policy on its website and within its catalog.