

ARTICULATION COORDINATING COMMITTEE MEETING

Agenda

October 28, 2009

Turlington Bldg, 1703/07

Tallahassee, FL

9:30-11:30 a.m. – 1703/07 College-Level Academic Skills (CLAS) Workshop 12:30-3:00 p.m. – 1703/07 Full ACC Meeting

9:30-11:30 a.m.	
1. College-Level Academic Skills (CLAS) Workshop	CLAS Workgroup
12:30-3:00 p.m.	
2. Chairperson’s welcome	Dr. Ed Massey
Approval	
3. Approval: Minutes from May 27, 2009 Meeting	Dr. Ed Massey
4. Approval: Residency-Proposed changes to SBE Rule and BOG Regulation	Dr. Heather Sherry
5. Approval: Gold Standard industry certification agreements	Ms. Loretta Costin
6. Approval: Dual Enrollment Equivalencies	Mr. Matthew Bouck
7. Approval: Credit-by-Exam Equivalencies	Mr. Matthew Bouck
8. Approval: Common prerequisites for baccalaureate degree programs	Ms. Lynda Page and Ms. Judy Dial
9. Approval: Dual enrollment rule	Ms. Julie Alexander
Discussion	
10. Status: Interinstitutional Articulation Agreement (IAA) electronic reporting	Ms. Julie Alexander and Dr. Shruti Graf
11. Articulation Policy Issues: <ul style="list-style-type: none"> - College-Level Academic Skills (CLAS) - Excess Hours - Statewide Articulation Agreement 	Dr. Heather Sherry

Next ACC meeting: February 24, 2010.

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
May 27, 2009

<p>A meeting of the Articulation Coordinating Committee (ACC) was held on Wednesday, May 27, 2009, at the Turlington Building in Tallahassee, Florida. At 12:30 p.m., Chairman, Dr. Edwin Massey, called the meeting to order.</p>	
<p>Members Present</p>	<p>Dr. Judith Bilsky, Florida College System Dr. Walter Christy, Brevard Public Schools Ms. Loretta Costin for Ms. Lucy Hadi, Division of Workforce Education Dr. Christine Cothron, First Coast Technical College Ms. Brenda Dickenson, nonpublic secondary education Dr. Michael Grego, Osceola County Public Schools Dr. Bruce Janasiewicz, Florida State University Dr. Edwin Massey, Indian River State College (Chair) Dr. Terry McMahan, Hodges University Ms. Lynda Page for Dr. Dottie Minear, State University System, Board of Governors Dr. David Persky, Saint Leo University Dr. Gita Pitter, Florida A&M University Dr. Heather Sherry, Office of Articulation (staff) Ms. Mary Jane Tappen for Dr. Frances Haithcock, Division of Public Schools</p>
<p>Members Absent</p>	<p>Mrs. Carlene Anderson, Walton County Public Schools Dr. Stephen Calabro, Southwest Florida College Dr. Charles Dassance, Central Florida Community College Mr. Christopher Krampert, Florida Student Association Dr. Robert Sullins, University of South Florida Dr. Jill White, Northwest Florida State College</p>
<p>12. Legislative Review and Workshop (including Standing Committee members)</p> <ul style="list-style-type: none"> • Presentation of legislation passed in 2009 Session • Discussion of potential issues related to new legislation and implementation timelines • Preliminary discussion of articulation issues 	<p>Dr. Heather Sherry provided an overview of the articulation-related legislation that passed during the 2009 legislative session, including associated issues and timelines for implementation:</p> <p><u>Senate Bill 1616</u> – Ms. Loretta Costin explained the major provisions of the bill, including the following:</p> <ul style="list-style-type: none"> ○ Name change from the Division of Workforce Education to the Division of Career and Adult Education; ○ State Apprenticeship Council membership aligned with federal legislation; ○ Eliminated the requirement for adult secondary students to complete 1 credit in Performing-Fine Arts for a standard diploma; ○ Repealed the career education certification designation on the high school diploma; and ○ Required an OPPAGA study, to be completed by January 2010, to focus on student outcomes for occupations not on the

<p>that may require legislative action in 2010</p>	<p>targeted occupations list; the cost effectiveness of state funding vs. cost of financial aid to private institutions; requirements for student enrollment; and funding inequities for technical centers.</p> <p><u>Senate Bill 1676</u> - Dr. Judith Bilsky explained the provisions of the bill related to the College-Level Academic Skills Testing (CLAST) Program. The bill eliminated the CLAST, but preserved measures of accountability including the requirement for a 2.5 GPA in math and English courses or minimum scores on nationally standardized examinations as specified by the State Board of Education and the Board of Governors. The waiver option was also maintained. However, the number of students already in the pipeline who may not have met the new requirements, but no longer have the testing option was a concern to the colleges and universities. Board of Governors staff explained that a Regulation would be necessary to implement any changes. In addition, State Board of Education rules relating to CLAST will require revisions (including some to be repealed). The ACC agreed that a meeting to discuss recommendations for handling the CLAS issue in the short term would be necessary prior to the beginning of the fall semester. For the long term, the ACC plans to take the lead in shaping the policy direction regarding the assessment of CLAS skills (including a planned workshop at the October ACC meeting).</p> <p><u>SB 1696</u> – Dr. Heather Sherry explained the provisions of the bill specific to the determination of residency for tuition purposes. The bill strengthened statutory language relating to reclassification and the need to provide clear and convincing evidence of intent to reside in Florida for purposes other than attending school. The bill provided specific examples of documentation needed, but questions remained related to the requirements for reclassification. Dr. Sherry agreed to consult legal counsel and legislative staff to ensure that technical assistance to institutions relating to implementation is both accurate and consistent.</p> <p>Dr. Sherry also opened the forum for participants to highlight issues that they would like to be deliberated during the 2010 legislative session. Dr. Massey encouraged members to send ideas for legislation through Dr. Sherry.</p>
<p>2. Chairperson's Comments</p>	<p>Dr. Ed Massey welcomed the committee members and the audience and initiated introductions.</p>
<p>Approval:</p>	
<p>3. Approval: Minutes from February 25, 2009 Meeting</p>	<p>Dr. Massey asked for a motion for approval of the minutes of the February 2009, meeting of the ACC. Motion was seconded and unanimously approved.</p>
<p>4. Approval: FACTS action plan and Institutional requirements for</p>	<p>Dr. Connie Graunke provided an overview of FACTS 2009-2010 Action Plan and discussed the new Institutional Requirements for Interfacing.</p>

<p>interfacing</p>	<p>Dr. Graunke informed that the FACTS system is structured through the State Board of Education in conjunction with the Board of Governors to create and maintain the FACTS system. Issues associated with the FACTS system are brought to the ACC because s. 1007.28 states that any action (i.e. rules) concerning the site should be part of the statewide articulation agreement. The site is envisioned as the ‘College access and success’ system. She discussed the “Get Ready, Get In, and Get Through” applications associated with the website.</p> <p>Dr. Graunke also discussed student transition rates based on eighth grade cohort from secondary to postsecondary systems. The findings showed that only 51% of the students (within the eighth grade cohort) graduate from high schools; and only 27% of the eighth grade cohort students show-up in a postsecondary institution in their thirteenth year. In their eighteenth year, only 16% of the eighth grade cohort students show-up as having completed the postsecondary system during the 2005-06 academic year. These findings illustrate the gaps in student transition from secondary to postsecondary systems that need to be filled.</p> <p>Notwithstanding the fewer number of students who proceed to postsecondary institutions, Dr. Graunke emphasized that a lot of students aspire to go to college. She discussed the findings of a separate study conducted in Chicago that showed that out of a 100 seniors who aspired to go on to college, 72 planned to attend a 4-yr college in the Fall. However, of the 72 students who planned to attend college, only 59 actually applied to college, and only 51 were accepted by a four-year institution. Finally, only 41 out of the initial 100 students showed as enrolled in a four-year institution.</p> <p>Dr. Graunke stressed that the FACTS system not only provides academic guidance to students aspiring for higher education but, also lays out steps for students to do what is essential to moving on to college. Factors that facilitate student transition between secondary and postsecondary systems are not just academic and also involve steps like filling out the admission applications, FASFA form, etc. Dr. Graunke underscored the importance of filling out the FASFA form by illustrating another finding from the study conducted in Chicago-of the students who applied to a four-year institution, 84% of the students who completed the FASFA form enrolled compared to 55% who did not complete the FASFA. Students are not required to fill out the FASFA form in Florida so the FACTS system is instrumental in steering students toward filling out the form and increasing their chances at pursuing higher education.</p> <p>Dr. Graunke informed that the new site is targeted toward students ranging from middle school and high school to college students; and counselors and educators. Middle school students must now to complete a career and education planning course in order to be promoted. The FACTS site focuses on career planning, the Education Personal Planner (ePEP), and the High School Academic Evaluations</p>
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	<p>which help to determine career clusters/goals for students and where they stand relative to Bright Futures and admission into the state university system.</p> <p>To remain in accordance with section 1007.28, Florida Statutes, Florida public postsecondary institutions are required to maintain specified functionality and services as related to the FACTS.org, the computer-assisted student advising system. The Institutional Requirements for Interfacing with the FACTS.org system lists the required functions, data, contact information, and due dates that are required to maintain the integrity of the system.</p> <p>Dr. Graunke highlighted the proposed new requirements that have been added to the existing Institutional Requirements for Interfacing with the FACTS system:</p> <ul style="list-style-type: none"> ○ <u>AA Transfer Evaluation</u> - Maintain working interface to the FACTS 2+2 evaluation process. Florida Colleges provide student course data and a 2-year audit. Universities and 4-year degree granting colleges provide transfer program admissions requirements, foreign language admissions requirements, common pre-requisite requirements, and upper division course work, suppressing the general education. 4-year degree granting colleges shall provide this information in accordance with the Florida College Baccalaureate/FACTS.org 2+2 Project Plan specifications and timeline established by the Standing Committee. ○ <u>AS Transfer Evaluation</u> - The 4-year degree granting Florida Colleges shall provide transfer admissions requirements, foreign language admissions requirements, and common pre-requisites requirements along with a remote audit that interfaces with the students transcript in accordance with the Florida College Baccalaureate/FACTS.org 2+2 Project Plan specifications and timelines adopted by the Standing Committee. Optional: Universities may provide this information to establish an AS Transfer Evaluation at their option. <p>Dr. Graunke presented the proposed 2009-2010 Action Plan which included updates to the website and enhancements to the ePEP, postsecondary audits, and the transient form. The Plan also included the activities that will be undertaken in the communications area.</p> <p>The 2009-2010 Action Plan and the Institutional Requirements for Interfacing with the FACTS system were approved by the ACC.</p>
<p>5. Approval: Revised Credit-by Exam equivalencies</p>	<p>Mr. Matthew Bouck presented updates to the <i>ACC Credit-by-Exam Equivalencies</i> document. The changes were limited to two AP exam course equivalencies and revised DSST exams and scores.</p> <p>(1) The <i>AP English Language and Composition</i> and <i>English Literature and Composition</i> examinations currently each award ENC X101 <i>Freshman Composition I</i> with a score of three (3). In Report 09-21 <i>More Than 17% of Acceleration Courses and Exams Do Not Result</i></p>

in College Credit, Which Costs State Almost \$6 Million, OPPAGA found that a majority of the issues with the appropriate award of college credit for acceleration was due to this duplicative award of credit. Students should receive at least three (3) credits of either English or elective credit for the successful completion of either exam. To ensure students are awarded credit the *English Literature and Composition* award of credit for a score of three (3) was updated to ENC X101 or course in AML, ENL, or LIT. In addition, both exams were updated with a comment: Award min. 3 credits if ENC X101 already satisfied.

(2) In 2008, the DSST Program (formerly known as DANTEs Subject Standardized Tests) launched updated versions of 10 examinations. These exams have a new score scale ranging from 200-500, with a passing score set at 400 for all exams. Faculty committees reviewed the exam content with the updated scores to update the course equivalencies.

Revised Examination	Pre-2008 Cut-Score	2008 Cut-Score
Criminal Justice	49	400
Ethics in America	46	400
Fundamentals of College Algebra	47	400
Here's to your Health	48	400
Introduction to Computing	45	400
Introduction to World Religions	48	400
Management Information Systems	46	400
Personal Finance	46	400
Principles of Statistics	48	400
Substance Abuse (formerly Drug & Alcohol Abuse)	49	400

These updates were approved by the ACC and will be presented at an upcoming State Board of Education meeting, with an effective date of August 1, 2009.

6. Approval: Gold Standard Career Pathways-statewide articulation agreements

Ms. Loretta Costin presented the new statewide articulation agreements between nine Industry Certification and AAS/AS degree programs:

1. Certified Horticulture Professional to Landscape and Horticulture Technology-The minimum award of course credits or a block of credit toward the above AAS/AS program is 6 hours of credit.
2. ASE Auto/Light Truck Tech: Heating and Air Conditioning (A7) to Automotive Service Management Technology-The minimum award of course credits or a block of credit toward the above AAS/AS program is 3 hours of credit.
3. ASE Auto/Light Truck Tech: Brakes (A5) to Automotive Service Management Technology-The minimum award of course credits or a block of credit toward the above AAS/AS

	<p>program is 3 hours of credit.</p> <ol style="list-style-type: none"> 4. ASE Auto/Light Truck Tech: Manual Drive Train and Axles (A3) to Automotive Service Management Technology-The minimum award of course credits or a block of credit toward the above AAS/AS program is 3 hours of credit. 5. ASE Auto/Light Truck Tech: Electrical/Electronic Systems (A6) to Automotive Service Management Technology-The minimum award of course credits or a block of credit toward the above AAS/AS program is 3 hours of credit. 6. ASE Auto/Light Truck Tech: Engine Performance (A8) to Automotive Service Management Technology-The minimum award of course credits or a block of credit toward the above AAS/AS program is 3 hours of credit. 7. ASE Auto/Light Truck Tech: Engine Repair (A1) to Automotive Service Management Technology-The minimum award of course credits or a block of credit toward the above AAS/AS program is 3 hours of credit. 8. ASE Auto/Light Truck Tech: Steering and Suspension (A4) to Automotive Service Management Technology-The minimum award of course credits or a block of credit toward the above AAS/AS program is 3 hours of credit. 9. ASE Auto/Light Truck Tech: Automatic Transmission/Transaxle (A2) to Automotive Service Management Technology-The minimum award of course credits or a block of credit toward the above AAS/AS program is 3 hours of credit. <p>None of the statewide articulation agreements listed above preclude the awarding of additional credits by any college through local agreements.</p> <p>All the nine statewide articulation agreements were approved by the ACC.</p>
<p>7. Approval: Common prerequisites for baccalaureate degree programs</p>	<p>Ms. Lynda Page informed that she has been working with the Florida colleges and the state universities to determine common prerequisites for baccalaureate degree programs. She informed that few of the programs and disciplines that the Oversight Committee has reviewed recently have been sent back to the university discipline committees for further review. These programs include, but, are not limited to environmental science studies (3 CIP) and health science (51 CIP) areas. Ms. Page discussed the changes to common prerequisites for 89 baccalaureate degree programs.</p> <p>Ms. Page informed that the list of common prerequisites for approval by the ACC include degree programs where there are no recommended changes to existing programs as well as degree programs with recommended technical changes. These changes range from adding new institutions; deletion of degree programs, CIP, track or alternative; to changing advising language.</p> <p>All the common prerequisites for the 89 degree programs were</p>

	approved by the ACC.
Discussion:	
8. Update: Readiness project	<p>Dr. Judy Bilsky provided an update of the readiness project. Dr. Bilsky informed that the readiness project is part of the high school reform process associated with Senate Bill 1908 that was passed during the 2008-09 fiscal year. All sectors including public schools, Florida colleges and state universities have been involved in the implementation of Senate Bill 1908.</p> <p>The implementation process involved eleventh grade testing, CPT, at the school districts-level as authorized by the Senate Bill 1908. Data is being turned-in, and will be reviewed by the Department to see how many students were actually tested; and that will result in some money going back to the colleges to help them pay for the tests that were conducted to certify how many students were tested.</p> <p>In addition to eleventh grade testing, there were courses that were approved for postsecondary readiness in math, reading, and writing. Most of these courses will be implemented in Fall depending on the situation of each district based on the courses that they have chosen and are able to implement.</p> <p>Dr. Bilsky also informed that the Department joined the American Diploma Project, ‘Achieve’ last year; and that the State of Florida has been updating the sunshine state standards for all disciplines within the K-12 area in the last two years. At the postsecondary level, faculty members from state universities, Florida colleges, and public schools were involved in setting expectations for postsecondary readiness competencies for students to ensure that when students graduate from high schools, they can enroll in a college credit course within Florida’s postsecondary system without needing remediation. As a result of these deliberations over the past nine months, faculty members have identified a set of postsecondary readiness competencies. Efforts are underway to align competencies for all areas with the sunshine state standards. This initiative has facilitated better communication between the secondary and postsecondary sectors to ultimately boost chances of students’ success in the postsecondary system.</p> <p>These standards and crosswalk information are also being used to build the Intent-to-Negotiate (ITN) document for the procurement of the new common placement test that is used primarily by the community colleges and somewhat by the universities to place students in remediation or in a college credit course when students first enroll in a postsecondary institution. The contract with the College Board expires in May, but it has been extended through November. The Department is on track to release the ITN announcement to vendors. The ITN, as discussed, is very clear and precise in terms of the competencies (in reading, writing, and math) that need to be tested so that the state is able to measure accurately what students are expected to learn. The vendors will be rated on content, logistics, experience, references, associated costs, etc. The state does not purchase these tests; the</p>

	<p>colleges do, so it is important that the test is affordable. Currently, the ACCUPLACER test provided by the College Board costs \$3.60 for the complete battery (i.e., \$1.20 for each of the reading, writing, and math tests), so the intent is to keep the cost of the new test close to the existing rate. Vendors will have 30 days to respond, and the Department will form a committee including staff from different sectors to review what vendors have to offer.</p>
<p>9. Demonstration: Interinstitutional Articulation Agreement (IAA) electronic submission system</p>	<p>Ms. Julie Alexander provided a demonstration of the new electronic format for submitting interinstitutional articulation agreements. Ms. Alexander discussed the items on the electronic system that are based on s.1007.235, F.S., and showed that the system is equipped with tips to navigate through the electronic submission system, and ‘Help’ links embedded within each item to guide appropriate response.</p> <p>Ms. Alexander stressed that once an IAA is submitted in this format; future updates can be made to the existing agreement without re-submitting the entire IAA. Additionally, the new format will ensure that the agreements are complete with appropriate information within each item. The online format will also allow for public access to all agreements following review of the agreements by the Department.</p>

The meeting adjourned at 3:00 p.m.

Announcements: The next ACC meeting is scheduled October 28, 2009.

Articulation Coordinating Committee

October 28, 2009

Item 4

Subject: Residency for Tuition Purposes – Proposed Changes to SBE Rule and BOG Regulation

PROPOSED COMMITTEE ACTION

Approval: Proposed updates to State Board of Education Rule 6A-10.044, and Board of Governors Regulation 7.005.

Supporting Documentation: Materials provided at the meeting.

Facilitator/Presenter: Dr. Heather Sherry

Articulation Coordinating Committee

October 28, 2009

Item 5

Subject: Gold Standard Career Pathways-statewide articulation agreements

PROPOSED COMMITTEE ACTION

Approval: New Gold Standard Industry Certification Agreements.

Supporting Documentation: Materials provided at the meeting.

Facilitator/Presenter: Ms. Loretta Costin

Articulation Coordinating Committee

October 28, 2009

Item 6

Subject: Dual Enrollment Course–High School Subject Area Equivalency List

PROPOSED COMMITTEE ACTION

Approval: Updates to Dual Enrollment Course–High School Subject Area Equivalency
List

Supporting Documentation: Materials provided at the meeting.

Facilitator/Presenter: Mr. Matthew Bouck

Articulation Coordinating Committee

October 28, 2009

Item 7

Subject: ACC Credit-By-Examination Equivalencies

PROPOSED COMMITTEE ACTION

Action: Updates to ACC Credit-By-Examination Equivalencies List

Supporting Documentation: Materials included in the packet.

Facilitator/Presenter: Mr. Matthew Bouck

ARTICULATION COORDINATING COMMITTEE

CREDIT-BY-EXAM EQUIVALENCIES

Initially Adopted November 14, 2001

2009-2010 Revisions approved/adopted by:

Articulation Coordinating Committee – May 27, 2009

State Board of Education – July 14, 2009

Board of Governors – June 18, 2009

Section 1007.27(2), Florida Statutes, requires the Articulation Coordinating Committee (ACC) to establish passing scores and course and credit equivalents for Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), International Baccalaureate (IB), and College-Level Examination Program (CLEP) exams. The DSST (DANTES) and Excelsior College exam equivalents on the list are not part of that requirement, but are authorized by State Board of Education Rule 6A-10.024.

Public community colleges and universities in Florida are required to award the minimum recommended credit for AP, AICE, IB and CLEP exams as designated. In order to comply with the intent of section 1007.27, Florida Statutes, the ACC recommends that institutions make these equivalents **effective no later than May 1, 2010**.

The following are guidelines to use in applying the list of credit-by-exam equivalents:

AWARDING CREDIT FOR EXAMS

If a student achieves the score listed on an AP, AICE, IB or CLEP exam, state universities and community colleges must award the minimum recommended credit for the course or course numbers listed, **even if they do not offer the course**. Up to 45 total credit-by-exam credits may be awarded.

- Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites or other requirements.

- Institutions must award the same number of credits that are ordinarily awarded for the course or the minimum listed, whichever is greater.
- Institutions may award more credit than the minimum listed, but may not use additional course numbers that will automatically transfer. Institutions should carefully consider what is required for students' degree plans before awarding additional credit.
- Credit awarded by exam may not duplicate other credit.
- If no specific course number is listed, but a number of credits is given, institutions must award credit. They may use any appropriate course number in the subject area, or no number.
- If no minimum credit is recommended for a particular exam, award of credit is at the discretion of the institution. Institutions may not use course numbers that will automatically transfer.
- Institutions may not award credit for scores below those listed.
- If students have old scores (taken prior to November, 2001), institutions may either use the new minimum scores and course equivalents, or the institution's policy in effect when the student took the exam.
- The effective date for the award of credit based on the ACC approved credit-by-exam guidelines applies to the date when scores are submitted, rather than when exams were taken.

GENERAL EDUCATION, COMMON PREREQUISITES, AND GORDON RULE

For purposes of completing the requirements for general education, Gordon Rule, or major prerequisites, credit for specific course numbers awarded by exam should be treated no differently from credit earned in the same courses at the receiving institution.

DSST (DANTES), EXCELSIOR, AND OTHER EXAM PROGRAMS

Institutions are **not** required to initially award credit for DSST (DANTES), or Excelsior (formerly Regents or PEP) exams listed.

However, pursuant to State Board of Education Rule 6A-10.024 (adopted via resolution by the Board of Governors in November 2005)

institutions **are** required to accept the credit in transfer if another institution has awarded credit based on the list of equivalents.

Institutions may award credit at their discretion for any exam not listed. All DSST (DANTES) and Excelsior exams were reviewed, but course equivalents were only recommended when there was a reasonable equivalent in the Statewide Course Numbering System. Credit awarded for exams not listed may transfer at the discretion of the receiving institution.

ADVANCED PLACEMENT (AP)

Advanced Placement exams are taken after students complete the corresponding Advanced Placement course in high school. Advanced Placement courses are challenging, college-level courses that are designed to parallel typical lower-level undergraduate courses. Exams are developed by committees of college and secondary faculty, and are given to test groups of students in actual college courses to determine appropriate passing scores. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. More information about Advanced Placement, including descriptions of courses and sample examination questions, is available at <http://apcentral.collegeboard.com/apc/Controller.jpf>. Page 16 of the AP Calculus Course Description, at <http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf> describes how to award credit for the AP Calculus BC *subscore*. The subscore description for the Music Theory exam is available in the Course Description booklet online at AP Central, http://apcentral.collegeboard.com/apc/public/repository/ap08_music_coursedesc.pdf.

Exam	AP Exam Score of 3	AP Exam Score of 4	AP Exam Score of 5	Comments
Art History	ARH X000 (min. 3 credits)	ARH X050 and X051 (min. 6 credits)	Same as 4	
Biology	BSC X005C or BSC X005/X005L (min. 4 credits)	BSC X010C or BSC X010/X010L (min. 4 credits)	BSC X010C or BSC X010/X010L and BSC X011C or BSC X011/X011L (min. 8 credits)	
Calculus AB	MAC X311 (min. 4 credits)	Same as 3	Same as 3	
Calculus BC	MAC X311 (min. 4 credits)	MAC X311 and X312 (min. 8 credits)	Same as 4	The BC exam includes a <i>subscore</i> for the AB portion of the exam for Calculus AB credit. Colleges should regard the subscore on the BC exam the same as an AP Calculus AB Exam score.

Exam	AP Exam Score of 3	AP Exam Score of 4	AP Exam Score of 5	Comments
Chemistry	CHM X020C or CHM X020 /X020L (min. 4 credits)	CHM X045C or CHM X045/X045L or CHM X040/X045L (min. 4 credits)	CHM X045C or CHM X045/X045L and CHM X046 or X046/X046L (min. 8 credits)	
Chinese Language and Culture	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit
Computer Science A	CGS X075 (min. 3 credits)	Same as 3	Same as 3	CGS X075 is unique to this exam. Exam content changes frequently.
Computer Science AB	CGS X076 (min. 3 credits)	Same as 3	Same as 3	CGS X076 is unique to this exam. Exam content changes frequently.
Economics: Macro	ECO X013 (min. 3 credits)	Same as 3	Same as 3	
Economics: Micro	ECO X023 (min. 3 credits)	Same as 3	Same as 3	
English Language and Composition	ENC X101 (min. 3 credits)	ENC X101 and X102 (min. 6 credits)	Same as 4	Award min. 3 credits if ENC X101 already satisfied.
English Literature and Composition	ENC X101 or course in AML, ENL, or LIT (min. 3 credits)	ENC X101 and either ENC X102 or LIT X005 (min. 6 credits)	Same as 4	LIT X005 is unique to this exam. Literature content varies widely. Award min. 3 credits if ENC X101 already satisfied.

Exam	AP Exam Score of 3	AP Exam Score of 4	AP Exam Score of 5	Comments
Environmental Science	ISC X051 (min. 3 credits)	Same as 3	Same as 3	ISC X051 is unique to this exam. Interdisciplinary environmental studies course
European History	EUH X009 (min. 3 credits)	EUH X000 and X001 (min. 6 credits)	Same as 4	EUH X009 is unique to this exam.
French Language	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit
French Literature	One semester introductory literature (min. 3 credits)	Two semesters of introductory literature (min. 6 credits)	Same as 4	
German Language	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit
Government and Politics: Comparative	CPO X001 or X002 (min. 3 credits)	Same as 3	Same as 3	
Government and Politics: United States	POS X041 (min. 3 credits)	Same as 3	Same as 3	
Human Geography	GEO X400 or GEO X420 (min. 3 credits)	Same as 3	Same as 3	
Italian Language and Culture	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit
Japanese Language and Culture	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit

Exam	AP Exam Score of 3	AP Exam Score of 4	AP Exam Score of 5	Comments
Latin: Latin Literature	LNW X700	Same as 3	Same as 3	LNW X700 is a unique number for this exam. Exam includes Catullus and either Horace, Ovid, or Cicero
Latin: Vergil	LNW X321	Same as 3	Same as 3	
Music Theory	MUT X001 if composite score is 3 or higher. MUT X111 and MUT X241 if both aural and non-aural subscores are 3 or higher. (min. 3 credits)	Same as 3	Same as 3	Subscore descriptions are available online at AP Central, http://apcentral.collegeboard.com/apc/public/repository/ap08_music_coursedescriptions.pdf
Physics B	PHY X053C or PHY X053/ X053L (min. 4 credits)	PHY X053C or X053/X053L and PHY X054C or X054/X054L (min. 8 credits)	Same as 4	
Physics C: Electricity / Magnetism	PHY X054C or PHY X054/X054L (min. 4 credits)	PHY X049C or PHY X049/X049L (min. 4 credits)	Same as 4	
Physics C: Mechanics	PHY X053C or PHY X053/X053L (min. 4 credits)	PHY X048C or PHY X048/X048L (min. 4 credits)	Same as 4	
Psychology	PSY X012 (min. 3 credits)	Same as 3	Same as 3	
Russian Language and Culture	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit

Exam	AP Exam Score of 3	AP Exam Score of 4	AP Exam Score of 5	Comments
Spanish Language	One semester of intermediate-level language (min. 3 credits)	Two semesters of intermediate-level language (min. 6 credits)	Same as 4	No literature credit
Spanish Literature	One semester introductory literature (min. 3 credits)	Two semesters of introductory literature (min. 6 credits)	Same as 4	
Statistics	STA X014 or STA X023 (min. 3 credits)	Same as 3	Same as 3	
Studio Art: Drawing Portfolio	ART X300C (min. 3 credits)	Same as 3	Same as 3	
Studio Art: 2-D Design Portfolio	ART X201C (min. 3 credits)	Same as 3	Same as 3	
Studio Art: 3-D Design Portfolio	ART X203C (min. 3 credits)	Same as 3	Same as 3	
United States History	AMH X000 (min. 3 credits)	AMH X010 and X020 (min. 6 credits)	Same as 4	
World History	WOH X022 (min. 3 credits)	Same as 3	Same as 3	

CAMBRIDGE AICE (British AS-Level and A-Level)

The AICE program is an international, advanced secondary curriculum and assessment program equivalent to the British system of “A-Levels.” The following list represents the recommendations of the Articulation Coordinating Committee. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. Information about the program, including course syllabi, can be found on-line at <http://www.cie.org.uk/countries/usa>.

Exam	Passing Score of “A”, ”B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale)	Comments
Accounting (AS-Level)	ACG X001 (min. 3 credits)	
Accounting (A-Level)	ACG X001 and ACG XXXX (min. 6 credits)	
Art and Design (AS-Level)	No number recommendation (min. 3 credits)	
Art and Design (A-Level)	No number recommendation (min. 6 credits)	
Biology (AS-Level)	BSC X005C or BSC X005/X005L (min. 4 credits)	
Biology (A-Level)	BSC X010C or BSC X010/X010L and additional credit at institution’s discretion, based on optional topics studied (min 7 credits)	
Business Studies (AS-Level)	GEB X011 (min. 3 credits)	
Business Studies (A-Level)	GEB X011 and GEB XXXX (min. 6 credits)	
Chemistry (AS-Level)	CHM X020C or CHM X020/020L or CHM X025C or CHM X025/025L (min. 4 credits)	
Chemistry (A-Level)	CHM X020C or CHM X020/020L or CHM X025C or CHM X025/025L and CHM X045C or CHM X045/045L (min 8 credits)	
Classical Studies (AS-Level)	CLA X010 (min. 3 credits)	
Computing (AS-Level)	CGS X073 (min. 3 credits)	CGS X073 is a unique number for to this exam.
Computing (A-Level)	CGS X073 and CGS X074 (min. 6 credits)	CGS X073 and CGS X074 are unique numbers for this exam

Exam	Passing Score of “A”, “B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale)	Comments
Design and Technology (AS-Level)	ETI X482C (min. 3 credits)	
Design and Technology (A-Level)	ETI X482C or ETI X482/482L and ETI XXXX (min. 6 credits)	
Economics (AS-Level)	ECO X000 (min. 3 credits)	
Economics (A-Level)	ECO X013 and ECO X023 (min. 6 credits)	
English (AS-Level) – English Language or Language & Literature in English	ENC X101 (min. 3 credits)	
English (AS-Level) – Literature in English	ENC X101 or ENC X102 (min. 3 credits)	Award credit for ENC X102 if student has credit for X101.
English (A-Level) – Literature in English	ENC X101 and X102 or ENC X102 and LIT X100 (min. 6 credits)	Award credit for ENC X102/LITX006 if student has credit for ENC X101.
Environmental Management (AS-Level)	EVR X001C or EVR X001/X001L or ISC XXXX (min. 3 credits)	Only offered at AS-level
French Language (AS-Level)	At least one semester of language credit up to elementary II level (min. 3 credits)	
French Literature (AS-Level)	One semester of literature survey credit (min. 3 credits)	
French (A-Level)	At least two semesters of language credit up to intermediate II level (min. 6 credits)	
Further Mathematics (A-Level)	MAC X311 and MAC X312	
General Paper	IDS X110 (min. 3 credits)	
Geography (AS-Level)	GEA X000 (min. 3 credits)	
Geography (A-Level)	GEO X200 and GEO X400 (min. 6 credits)	

Exam	Passing Score of “A”, “B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale)	Comments
German Language (AS-Level)	At least one semester of language credit up to elementary II level (min. 3 credits)	
German (A-Level)	At least two semesters of language credit up to intermediate II level (min. 6 credits)	
History (AS-Level)	Three credits for each successfully passed paper, subject to institutional review.	There are six choices of “papers” or exams covering different geographical areas and periods. Examinations are rigorous but do not align easily with frequently-taught American college courses. Institutions should assign course equivalents based on each student’s curriculum, and may need more information than is available on students’ score reports or transcripts.
History (A-Level)	Six credits for each successfully passed paper, subject to institutional review.	There are six choices of “papers” or exams covering different geographical areas and periods. Examinations are rigorous but do not align easily with frequently-taught American college courses. Institutions should assign course equivalents based on each student’s curriculum, and may need more information than is available on students’ score reports or transcripts.
Latin (AS-Level)	At least one semester of language credit up to elementary II level (min. 3 credits)	
Marine Science (AS-Level)	OCE X001 (min. 3 credits)	
Marine Science (A-Level)	OCE X001 and OCB X000 (min. 6 credits)	
Mathematics (AS-Level)	MAC X147 or MAC X140/X114 (min. 4 credits)	MAC X147 is composed of topics in both MAC X114 and MAC X140.

Exam	Passing Score of “A”, ”B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale)	Comments
Mathematics (A-Level)	MAC X311 and other Mathematics course (min. 6 credits)	Students are tested on a core curriculum roughly equivalent to MAC X311 as well as on one or two optional topics. Institutions may need more information than is available on students score reports or transcripts.
Music (AS-Level)	MUH X001 (min. 3 credits)	
Music (A-Level)	MUH X001 and MUH X011 or MUH X012 (min. 6 credits)	Choice of MUH X011 or MUH X012 dependent on musical selections in Components 3, 4, and 5.
Physics (AS-Level)	PHY X020C or PHY X020/X020L (min. 3 credits)	
Physics (A-Level)	PHY X053C or PHY X053/X053L and PHY X054C or PHY X054/X054L (min 8 credits)	
Psychology (AS-Level)	PSY X012 (min. 3 credits)	
Psychology (A-Level)	PSY X012 and other Psychology course (min. 6 credits)	
Sociology (AS-Level)	No course or credit recommendation	
Sociology (A-Level)	SYG X000 (min. 3 credits)	
Spanish Language (AS-Level)	At least one semester of language credit up to elementary II level (min. 3 credits)	
Spanish Literature (AS-Level)	One semester of literature survey credit (min. 3 credits)	
Spanish (A-Level)	At least two semesters of language credit up to intermediate II level (min. 6 credits)	
Thinking Skills (AS-Level)	PHI X103 or PHI X401 (min. 3 credits)	
Thinking Skills (A-Level)	PHI X103 or PHI X401 and other Philosophy course (min. 6 credits)	
Travel and Tourism (AS-Level)	HFT X000 or HFT X700 (min. 3 credits)	
Travel and Tourism (A-Level)	HFT X000 or HFT X700 and other Hospitality Management related credit (min. 6 credits)	

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

The College-Level Examination Program, unlike Advanced Placement, is not built around a curriculum, but rather is designed to test students' knowledge on a variety of college-level subjects, regardless of where they may have learned the material. CLEP exams are developed by committees of college faculty who design questions based on what is typically covered in lower-level college courses and who set passing standards for the exams (scores are no longer based on studies of student performance in college courses). With the new computer-based tests, new questions are constantly being added, especially in rapidly-changing fields such as Computer Science. The typical passing score on computer-based CLEP exams for general education purposes is 50, although paper and pencil versions will be different. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. More information about CLEP, including recent test information guides, can be found online at <http://www.collegeboard.com/student/testing/clep/about.html>.

Exam	Scale Score of 50 for Passing	Comments
Accounting, Principles of	ACG X001 (min. 3 credits)	Effective July 1, 2007 this test is no longer administered—replaced by “Financial Accounting” exam
Algebra, College	MAC X105 (min. 3 credits)	
Algebra-Trigonometry, College	MAC X147 (min. 4 credits)	MAC X147 can substitute for MAC X140 and MAC X114. Effective July 1, 2006 this test is no longer administered—replaced by “Precalculus” exam
American Government	POS X041 (min. 3 credits)	
American Literature	AML X000 (min. 3 credits)	
Analyzing and Interpreting Literature	No direct equivalent. Recommend American or English Literature exams instead.	
Biology, General	BSC X005 (min. 3 credits)	No lab credit
Business Law, Introduction to	BUL X241 (min. 3 credits)	
Calculus	MAC X233 (min. 3 credits)	
Chemistry, General	CHM X020 or X025 (min. 3 credits)	No lab credit
College Composition	ENC X101 and ENC X102 (min. 6 credits)	

Exam	Scale Score of 50 for Passing	Comments
<u>College Composition Modular</u>	<u>ENC X101 and ENC X102 (min. 6 credits)</u>	<u>No guaranteed credit for College Composition Modular without essay portion</u>
Educational Psychology, Introduction to	EDP X002 (min. 3 credits)	
English Composition with Essay	ENC X101 (min. 3 credits)	<u>Replaced by College Composition</u>
English Literature	ENL X000 (min. 3 credits)	
Financial Accounting	ACG X001 (min. 3 credits)	
French Language	On Level I French Language exam—one semester of Elementary Language I (min. 3 credits)	On Level 2 French Language exam—score of 59 earns a minimum of two semesters of Elementary Language I and II (min. 6 credits). No literature credit. College Board recommended score change from 62 to 59 December 2007.
Freshman Composition	No direct equivalent. Recommend English Composition with Essay instead.	<u>Replaced by College Composition Modular</u>
German Language	On Level I German Language exam—one semester of Elementary Language I (min. 3 credits)	On Level 2 German Language exam—score of 60 earns a minimum of two semesters of Elementary Language I and II (min. 6 credits). No literature credit. College Board recommended score change from 63 to 60 by August, 2008.
History of the United States I: Early Colonizations to 1877	AMH 010 (min. 3 credits)	
History of the United States II: 1865 to Present	AMH 020 (min. 3 credits)	
Human Growth and Development	DEP X004 (min. 3 credits)	
Humanities	HUM X235 or HUM X250 (min. 3 credits)	Interdisciplinary exam: 50% literature and 50% fine arts
Information Systems and Computer Applications	CGS X077 (min. 3 credits)	CGS X077 is unique to this exam. Exam content updated frequently

Exam	Scale Score of 50 for Passing	Comments
Macroeconomics, Principles of	ECO X013 (min. 3 credits)	
Management, Principles of	MAN X021 (min. 3 credits)	
Marketing, Principles of	MAR X011 (min. 3 credits)	
Mathematics, College	MGF X106 or MGF X107 (min. 3 credits)	Exam covers sets (10%), Logic (10%), Real Numbers (20%), Functions and Graphs (20%), Probability and Statistics (25%), and additional Algebra topics (15%)
Microeconomics, Principles of	ECO X023 (min. 3 credits)	
Natural Science	No direct equivalent. Recommend specific subject exams instead.	Interdisciplinary exam: 50% Biological Science and 50% Physical Science (Incl. Physics, Chemistry, Astronomy, and Geology)
Precalculus	MAC X140 (min. 3 credits)	
Psychology, Introductory	PSY X012 (min. 3 credits)	
Social Science and History	No direct equivalent. Recommend specific subject exams instead.	Interdisciplinary exam: 40% History (U.S., Western, and World) and 60% Social Sciences (Government, Sociology, Economics, Psychology, Geography, and Anthropology)
Sociology, Introductory	SYG X000 (min. 3 credits)	
Spanish Language	On Level I Spanish Language exam—one semester of Elementary Language I (min. 3 credits)	On Level 2 Spanish Language exam—score of 63 earns a minimum of two semesters of Elementary Language I and II (min. 6 credits). No literature credit. College Board recommended score change from 66 to 63 in spring, 2007.
Trigonometry	MAC X114 (min. 2 credits)	Effective July 1, 2006 this test is no longer administered—replaced by “Precalculus” exam
Western Civilization I: Ancient Near East to 1648	EUH X000 (min. 3 credits)	

Exam	Scale Score of 50 for Passing	Comments
Western Civilization II: 1648 to Present	EUH X001 (min. 3 credits)	

INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate program is a challenging curriculum offered in high schools around the world that is designed to prepare students for advanced work in many countries' postsecondary systems. Because it is international, the curriculum is not always as closely aligned with courses in American colleges and universities as Advanced Placement courses, and students and teachers often choose topics within a fairly wide range. Students frequently conduct independent projects as part of the curriculum. Many subjects have both Standard Level and Higher Level versions, which typically require additional specialized research or independent work. International Baccalaureate assessments are conducted worldwide, so that an American student's work may be evaluated by a teacher in Singapore or vice-versa, and they often include substantial long-answer components or assessment of student research projects or portfolios. It may be helpful for institutions to talk with the student or to review the student's projects in order to assign appropriate credit.

In 2006, the Florida State Board of Education Rule 6A-10.024 and the Board of Governors established that the credit granting recommendations below award equal course credit for diploma and non-diploma holders for passing exam scores. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. More information about the IB program is available at <http://www.ibo.org/>.

Exam	IB Score of 4 Minimum 3 credits per exam.	IB Score of 5-7 Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers	Comments
Biology	BSC X005C or BSC X005/X005L	BSC X005C and BSC X010C or BSC X005/X005L and BSC X010/X010L	
Business and Management	GEB X011 or MAN X604 or MAN X652	GEB X011 or MAN X604 or MAN X652 and General Business or Management course determined by institution	
Chemistry	CHM X020C or CHM X020/X020L	CHM X020C or CHM X20/X020L and CHM X045C or CHM X045/045L	

Exam	IB Score of 4 Minimum 3 credits per exam.	IB Score of 5-7 Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers	Comments
Computer Science	CGS X078	CGS X078 and other Computer Science course	CGS X078 is unique to this exam. Exam content updated or changed frequently.
Design Technology	ETI X410 (3 credits)	ETI X410 and other Engineering Technologies course determined by institution	ETI X410 is unique to this exam. Interdisciplinary engineering technology course.
Economics	ECO X000	ECO X013 and ECO X023	
Ecosystems and Societies	EVR X017 or EVR X018	EVR X017 or EVR X018 and other Interdisciplinary Science or Environmental Studies course determined by institution	
English A1	ENC X101	ENC X101 and ENC X102 or LIT X100 or LIT X110	
Environmental Systems	ISC X050 (3 credits)	ISC X050 and other Interdisciplinary Science or Environmental Science course determined by institution	ISC X050 is unique to this exam. Interdisciplinary environmental studies course.
Film Studies	FIL X000 or FIL X001	FIL X000 or FIL X001 and FIL X002 or FIL X420	
French	One semester of language credit at Elementary Language II level (min. 3 credits)	Two semesters of Elementary Language II and Intermediate Language I level (min. 6 credits)	No literature credit
Further Mathematics (Advanced Mathematics)	MHF X202	MHF X202 and MHF X209	MHF X209 is unique number for this exam.

Exam	IB Score of 4 Minimum 3 credits per exam.	IB Score of 5-7 Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers	Comments
Geography	GEA X000	GEO X200 and GEO X400	
German	One semester of language credit at Elementary Language II level (min. 3 credits)	Two semesters of Elementary Language II and Intermediate Language I level (min. 6 credits)	No literature credit
History	WOH X030	WOH X030 and one semester (min. 3 credits) of lower-level History elective depending on student's choice of specialized subject.	All students study 20 th -Century World History. Higher Level students also study a 100-year period between 1750 and the present in one of several regions. Standard Level students do a project in any History subject.
Information and Technology for a Global Society	No direct equivalent (min. 3 credits)	No direct equivalent (min. 6 credits)	
Islamic History	No direct equivalent (min. 3 credits)	No direct equivalent (min. 6 credits)	
Latin	LAT X230 or LAT XXXX	LAT X230 and LAT XXXX or LNW XXXX	
Math Methods	MAC X105	MAC X105 and MAC X140 or MAC X140 and MAC X233	
Math Studies	MAT X033	MAT X033 and MGF X106	

Exam	IB Score of 4 Minimum 3 credits per exam.	IB Score of 5-7 Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers	Comments
Mathematics	MAC X147	MAC X147 and MAC X233 or MAC X233 and MAC X311	MAC X147 can substitute for MAC X140 and MAC X114
Music	MUL X010 (3 credits)	MUL X010 and additional course determined by institution (6 credits)	Exam has music theory, history, and literature aspects. Emphasis is on post-Renaissance European music with significant additional coverage of alternating world music topics.
Philosophy	PHI X010 (min. 3 credits)	PHI X010 and additional Philosophy course (min. 6 credits)	
Physics	PHY X020C or PHY X020/X020L	PHY X020C or PHY X020/X020L and PHY X009 or PHY X053C or PHY X053/X053L and PHY X054C or PHY X054/X054L	PHY X009 is a unique number for this exam.
Psychology	PSY X012	PSY X012 and additional course determined by institution.	
Social Anthropology	ANT X410	ANT X410 and additional ANT course determined by institution.	

Exam	IB Score of 4 Minimum 3 credits per exam.	IB Score of 5-7 Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers	Comments
Spanish	One semester of language credit at Elementary Language II level (min. 3 credits)	Two semesters of Elementary Language II and Intermediate Language I level (min. 6 credits)	No literature credit
Theatre Arts	THE X000 or THE X020	THE X000 or THE X020 and one semester (min. 3 credits) credit in theater history, performance, stagecraft, theory or literature depending on student's strengths	All students study core topics in dramatic literature, performance and stagecraft. Higher Level students do an independent project in a Theater Arts subject of their choice.
Visual Arts	ART X012 or ART X014 (3 credits)	ART X012 or ART X014 and additional Art course determined by institution.	Content will vary widely for each student. All students do both studio work and research notebooks. Standard Level students choose to emphasize one or the other. Higher Level students emphasize studio work. Courses in ART and/or ARH prefix may be appropriate.

DSST EXAMINATION PROGRAM

Florida Statute does not require the ACC to establish minimum course and credit equivalents for the DSST Examination Program (formerly DANTES Subject Standardized Tests). However, pursuant to Florida State Board Rule 6A-10.024, transfer of credit must be accepted based on the following recommendations. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. The DSST exams, unlike Advanced Placement, are not built around curriculum, but rather are designed to test students' knowledge on a variety of college-level subjects, regardless of where they may have learned the material. Exams are developed by committees of college faculty. More information about DSSTs, including descriptions of test content and sample examination questions, is available at <http://www.getcollegecredit.com/>.

Exam	Suggested Course Number (3 credits per exam)	Passing Score	Passing Score 2008 Revised Exams	Comments
A History of the Vietnam War	AMH X059	44		
Art of the Western World	ARH X000 or ARH X010	48		
Astronomy	AST X002	48		
Business Law II	BUL X242	44		
Business Math	QMB X001	48		
Criminal Justice	CCJ X000 or CCJ X020	49	400	
Drug and Alcohol Abuse	No course or credit recommendation	49		2008: See <i>Substance Abuse</i>
Environment and Humanity	EVR X017 or ISC X003 or ISC X143 or ISC X147	46		
Ethics in America	PHI X630	46	400	
Foundations of Education	EDF X002	46		
Fundamentals of College Algebra	MAT X033	47	400	
Fundamentals of Counseling	PCO X202	45		
General Anthropology	ANT X000	47		
Here's to Your Health	HSC X100 or HSC X101	48	400	
Human Resources Management	MAN X300	46		
Human/Cultural Geography	GEO X400	48		
Introduction to Business	GEB X011	46		

Exam	Suggested Course Number (3 credits per exam)	Passing Score	Passing Score 2008 Revised Exams	Comments
Introduction to Computing	CGS X000 or CGS X060	45	400	
Introduction to Law Enforcement	CCJ X100 or CJE X000	45		
Introduction to the Modern Middle East	ASH X044	47		
Introduction to World Religions	REL X300	48	400	
Lifespan Developmental Psychology	DEP X004	46		
Management Information Systems	ISM X000 or ISM X004	46	400	
Money and Banking	BAN X501	48		
Organizational Behavior	INP X002	48		
Personal Finance	FIN X100	46	400	
Physical Geology	GLY X000	46		
Principles of Finance	FIN X000	46		
Principles of Financial Accounting	ACG X001	47		
Principles of Physical Science I	PSC X121 or PSC X341	47		
Principles of Public Speaking	SPC X600	47		
Principles of Statistics	STA X014	48	400	
Principles of Supervision	MNA X345	46		
Rise and Fall of the Soviet Union	EUH X066	45		
Substance Abuse	HSC X140 or HSC X150		400	
Technical Writing	ENC X210	46		
The Civil War and Reconstruction	AMH X056	47		
Western Europe Since 1947	No course or credit recommendation	45		

EXCELSIOR COLLEGE EXAMINATIONS

Florida Statute does not require the ACC to establish minimum course and credit equivalents for the Excelsior College Examination. However, pursuant to Florida State Board Rule 6A-10.024, transfer of credit must be accepted based on the following recommendations. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. Excelsior College Examinations (formerly known as Regents College Exams or the Proficiency Examination Program), are developed by Excelsior College using national committees of faculty consultants and national studies to assess how well the tests measure the performance of students in actual college courses. Excelsior College Examinations are approved by the American Council on Education and Excelsior College itself is accredited by the Middle States Association of Colleges and Schools (MSACS). More detailed information about Excelsior College Examinations can be found on-line at https://www.excelsior.edu/Excelsior_College/Excelsior_College_Examinations.

Exam	Suggested Course Number (3 credits per exam)	Passing Score	Comments
Abnormal Psychology	CLP X140	45	
English Composition	ENC X101 or ENC X102	40 (Form E - 41)	
Ethics: Theory and Practice	PHI X630	46	
Foundations of Gerontology	GEY X000	46	
Human Resources Management	MAN X300	44	
Life Span Developmental Psychology	DEP X004	45	
Microbiology	MCB X000 (lecture only)	45	
Psychology of Adulthood and Aging	DEP X401 or DEP X402	45	

FOR MORE INFORMATION

You can find more information about the different exam programs, including detailed descriptions of exams, current and historical grading scales and score information, at the following web sites:

Advanced Placement Program: <http://apcentral.collegeboard.com/apc/Controller.jpf>

Cambridge AICE: <http://www.cie.org.uk/countries/usa>

College-Level Examination Program: <http://www.collegeboard.com/student/testing/clep/about.html>

DANTES/DSST Examinations: <http://www.getcollegecredit.com/>

International Baccalaureate Program: <http://www.ibo.org/>

Excelsior Examination Program: https://www.excelsior.edu/Excelsior_College/Excelsior_College_Examinations

For further information about implementation of the credit-by-exam equivalencies, please contact:

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Please address any general questions or comments to:
Articulation Coordinating Committee
Florida Department of Education
325 West Gaines Street, Suite 1401
Tallahassee, Florida 32399

Articulation Coordinating Committee

October 28, 2009

Item 8

Subject: Common prerequisites for baccalaureate degree programs

PROPOSED COMMITTEE ACTION

Approval: Common prerequisites for baccalaureate degree programs.

Supporting Documentation: Materials provided at the meeting.

Facilitator/Presenter: Ms. Lynda Page and Ms. Judy Dial

Articulation Coordinating Committee

October 28, 2009

Item 9

Subject: Proposed Dual Enrollment Rule

PROPOSED COMMITTEE ACTION

Approval: Proposed Dual Enrollment Rule

Supporting Documentation: Some materials included in the packet, others provided at the meeting.

Facilitator/Presenter: Ms. Julie Alexander

STATEMENT OF STANDARDS

DUAL ENROLLMENT/EARLY COLLEGE PROGRAMS
IN THE FLORIDA COLLEGE SYSTEM

ADOPTED BY THE COUNCIL OF PRESIDENTS
February 23, 2007 (Revised/Updated August 26, 2008)

Introduction	As required by the Southern Association of Colleges and Schools (SACS), each of our colleges “ must ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program. ” To that end, the following Standards provide a statement of the Florida College System’s commitment to ensuring that Early College/Dual Enrollment programs demonstrate the level of academic rigor expected of all college courses and programs.
Definition	Section 1007.271, F.S., defines Dual Enrollment as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Dual Enrollment does not include remedial or physical education courses. In addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade point average, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average. Early College/Dual Enrollment students are exempt from the payment of registration, tuition, and laboratory fees.
Rigor	Early College/Dual Enrollment allows students who meet program admission eligibility criteria to take and earn credit in actual postsecondary courses offered by a regionally accredited postsecondary institution and taught by faculty credentialed per SACS Commission on Colleges guidelines. Therefore, satisfactory completion of the course fulfills the requirement for earning postsecondary credit. This postsecondary credit is transferable to any public postsecondary institution in Florida via the Statewide Course Numbering System as provided in Section 1007.24, F.S.
Role of the Community Colleges	The Florida College System works with local school districts, private secondary schools and home school families to provide Dual Enrollment or “Early College” postsecondary options to over 30,000 eligible students annually. The term Early College is synonymous with “Dual Enrollment” in the Florida College System.
Purpose of the Standards	These Standards provide measurable criteria of Early College/Dual Enrollment elements that are the basis of quality programs. Colleges are required to submit evidence of implementation of these Standards through periodic program reviews conducted by the Division of Community Colleges, Florida Department of Education.
Categories of Standards	<ul style="list-style-type: none"> - Students - Faculty - Curriculum - Environment - Assessment - Strategic Planning

Students: Standards for Early College Eligibility

S1-Grade Point Average (GPA)	In order to participate in Early College/Dual Enrollment, students must meet the GPA requirements, as specified in Florida Statute, (s. 1007.271 F.S.) for the degree/certificate program selected. Any exceptions to the GPA requirements must be noted in the Interinstitutional Articulation Agreement.
S2-Assessment for Placement Purposes	In order to participate in Early College/Dual Enrollment, students must complete the required assessment tests (CPT, SAT/ACT, or TABE). Students seeking to enroll in college credit coursework must meet the same placement test score requirements as all postsecondary students.
S3-Joint AP/Early College-Dual Enrollment	For joint Dual Enrollment and Advanced Placement courses, as authorized in Section 1007.272, F.S., students must comply with the add/drop policies and deadlines of the postsecondary institution. Under no circumstances will an Advanced Placement student who does not take or pass the AP examination be permitted to earn postsecondary credit for that course through Dual Enrollment. (Credit earned will be posted to the student transcript as either college credit with a grade, or AP credit, but not both.)

Faculty: Standards for Early College Faculty

F1-Faculty Credentials	All full-time or adjunct faculty teaching Early College/Dual Enrollment must meet SACS requirements/guidelines for postsecondary instructors in the course/discipline. Criteria are the same for all faculty teaching postsecondary courses regardless of the location of the class (i.e., college campus, high school campus, or satellite site). The college is responsible for ensuring that all Dual Enrollment/Early College courses are taught by qualified faculty.
F2-Faculty Transcripts	For SACS accreditation purposes, postsecondary transcripts of all full-time or adjunct faculty teaching Dual Enrollment/Early College courses must be on file with the college, regardless of who (school district/college or both) actually employs or pays their salary. It is the responsibility of the college to request faculty credentials/transcripts.
F3-Faculty Handbook	All full-time and adjunct faculty teaching Dual Enrollment/Early College classes shall be provided with a copy of the current faculty and/or adjunct faculty handbook, and are expected to adhere to the professional guidelines, rules, and expectations therein. Exceptions must be noted in the Interinstitutional Articulation Agreement.
F4-Student Handbook	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a current student handbook detailing add/drop and withdrawal policies, student code of conduct, grading policies, critical dates, etc., and are expected to adhere to the guidelines, rules, and expectations therein. Exceptions must be noted in the Interinstitutional Articulation Agreement.
F5-Faculty Liaison/Mentor	All adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a full-time faculty contact or liaison in the same discipline.
F6-Observation/Evaluation of Instruction	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be observed by a college faculty member or administrator for evaluation purposes using the same criteria as for all other full-time and/or adjunct faculty delivering college courses.

Curriculum: Standards for Content/Syllabi/Exams/Grades

C1-Course Content	All courses taught as a part of Early College/Dual Enrollment must meet the postsecondary course content requirements as specified in the Statewide Course Numbering System.
C2-Course Plan and Objectives	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a copy of course plans/objectives for the college course they are teaching. In addition, they will be provided with additional requirements for Gordon Rule courses, if applicable. All course objectives must be included in the instructional plan and “covered” per the syllabus during the term.
C3-Syllabus Requirement	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall file a copy of their current course syllabus with the discipline/department chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses.
C4-Final Exam	Dual Enrollment/Early College courses taught on the high school campus must meet/fulfill all competencies expected and outlined in the college course plan. To ensure equivalent rigor with on-campus courses, final examinations for all Early College/Dual Enrollment courses taught/delivered on the high school campus must be developed by full-time college faculty at the college granting postsecondary credit, and approved by the appropriate curriculum/department chair as a comprehensive assessment of expected learning outcomes. Final exams will be provided to the high school campus EC/DE instructor by the college in a timely manner which ensures availability prior to scheduled administration dates. Completed, scored exams will be returned to the college (discipline) department and held on file for a period of 1 year.
C5-Textbooks and Instructional Materials	Textbooks/instructional materials used in Early College/Dual Enrollment classes must be the same or comparable with those used other postsecondary courses at the college with the same course prefix and number. The college will advise the school district of instructional material requirements as soon as that information becomes available, but no later than one term prior to a course being offered.
C6-Tests and Assignments	Course requirements in terms of tests, papers, or other assignments for Early College/Dual Enrollment students must be at the same level or rigor or depth as those for all non-Early College/Dual Enrollment postsecondary students.
C7-Grades	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes must observe college procedures/deadlines for submission of grades in the appropriate format. All faculty will be advised of college-wide grading expectations/guidelines prior to teaching an EC/DE course.

Environment: Early College Class/Course Expectations

E1-Classroom Atmosphere	Early College/Dual Enrollment courses taught on a high school campus are expected to maintain a college-like atmosphere with minimal interruptions of instructional time. Student behavior which is disruptive to the learning environment may result in that student’s loss of EC/DE eligibility.
E2-Early College Course Expectations	Students and parents/guardians of students enrolled in Dual Enrollment/Early College courses will be advised of college course-level expectations, including, but not limited to the following: <ul style="list-style-type: none"> - Expectation of 2-3 hours of homework for each hour spent in class. - Firm assignment deadlines.

	<p>- Any letter grade below a “C” will not count as credit toward satisfaction of the General Education requirement or the Gordon Rule requirement; however, all grades are calculated in a student’s GPA and will appear on their college transcript.</p> <p>- All grades, including “W” for withdrawal, become a part of the student’s permanent college transcript and may affect subsequent postsecondary admission.</p> <p>- While appropriate for college-level study, course materials/class discussions may reflect topics not typically included in secondary courses which some parents may object to for “minors.” Courses will not be modified to accommodate variations in student age and/or maturity.</p> <p>- Students/parents should consult a college counselor and/or advisor regarding the selection of courses to meet degree requirements or for transfer to a specific course of study at another institution.</p>
E3- Educational Planning	All Early College/Dual Enrollment students are encouraged to work with a college advisor as well as with their high school guidance counselor to develop a postsecondary Educational Plan rather than enrolling in a random selection of college courses.

Assessment/Accountability

A1-Grade Analysis of Subsequent Course Success	The Division of Community Colleges will provide colleges with an annual report of grades for 1) Early College/Dual Enrollment students in select courses to be identified by the Division and 2) Early College/Dual Enrollment students in subsequent college courses taken at their institutions. The report will also provide grades for students in non-EC/DE sections for comparison purposes. Colleges shall analyze these reports to ensure that level of preparation and future success is comparable with non-EC/DE postsecondary students. Analyses and recommendations shall be shared/reviewed with the principal and local school district and the Division of Community Colleges.
A2- Course/Instruct or Evaluation	High schools shall conduct and analyze course/instructor evaluations for Early College/Dual Enrollment classes on the high school campus, consistent with those used in all other college classes. Analyses and recommendations shall be shared/reviewed with the college.
A3- Consistency in Standard Assessments	Any course-, discipline-, college-, or system-wide assessments that a postsecondary institution requires in non-Early College/Dual Enrollment sections of a course shall also be used in all EC/DE sections of the course. In addition, EC/DE courses taught on high school campuses should follow the specifications detailed in section C4-Final Exam.
A4-Grade Comparison of Early College and “Regular” Student Grades	Colleges shall compare student performance (to include final grade and exam, per C4-Final Exam) of Early College/Dual Enrollment course offerings on high school campuses and college campuses to ensure that results are comparable to non-EC/DE sections. Results will be shared with the principal, local school district and the Division.
A5-Periodic Program Review	Every 5 years the Division of Community Colleges will conduct a thorough program review of all Early College/Dual Enrollment programs that will include evidence of institutional implementation of the aforementioned Standards, including the areas of assessment. This program review will provide, but not be limited to, system-wide information on the performance of Early College/Dual Enrollment students in subsequent courses in both the Florida College System and the State University System. Measures will include: participation and success rates of all students and also disaggregated by ethnicity and gender, as well as subsequent

	<p>postsecondary enrollment and/or employment. The results of the program review will be shared with the local school districts, the Commissioner and the State Board of Education.</p> <p>Minimum Performance Measure Summary:</p> <ol style="list-style-type: none"> 1. Annual Participation Rate 2. Annual Participation Rate by gender/ethnicity 3. Grade Distribution for EC/DE students 4. Comparison of Grade Distribution for “regular” college students and EC/DE students 5. Postsecondary enrollment rate by prior year high school graduates (both CC and SUS) by EC/DE students and non-EC/DE students; (also disaggregate by ethnicity and gender) 6. Student success rate (grade) in select postsecondary courses subsequent to Early College/Dual Enrollment. 7. Comparison of student success rate in select public college and state university courses for non- EC/DE students with EC/DE students
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Strategic Planning: Interinstitutional Articulation Agreements

<p>S1-Shared Vision</p>	<p>Per statute, school districts and colleges must annually develop/ revise and submit the Interinstitutional Articulation Agreement (IAA) aligned with the district Student Progression Plan. Interinstitutional Articulation Agreements should involve collaborative strategic planning and promote effective management of resources. The agreements must delineate institutional responsibilities to inform students and parents about articulated acceleration program options, eligibility criteria to ensure college readiness, the process for monitoring student performance, and the criteria by which the quality of Early College/Dual Enrollment programs are to be judged. (Section 1007.235, F.S.)</p>
<p>S2-Articulation and Partnership Implementation</p>	<p>Public schools and postsecondary institutions are encouraged to share resources, form partnerships with private industries, and implement innovative strategies, student and faculty workshops, and parental involvement activities that serve the local needs of the educational community. Strategic partnerships promote integrated and inclusive involvement that focus on a shared return on the investment.</p>
<p>S3-Continuous Improvement</p>	<p>The IAA should outline strategies for collaborative professional development to improve instructional efficacy, encouraging teacher utilization of instructional technologies, addressing critical needs, and supporting in-service initiatives.</p>

Articulation Coordinating Committee

October 28, 2009

Item 10

Subject: Interinstitutional Articulation Agreement (IAA) Electronic Reporting

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Demonstration provided at the meeting.

Facilitator/Presenter: Ms. Julie Alexander and Dr. Shruti Graf

Articulation Coordinating Committee

October 28, 2009

Item 11

Subject: Discussion of Articulation Policy Issues

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: None.

Facilitator/Presenter: Dr. Heather Sherry