

**Articulation Coordinating Committee  
Tallahassee, Florida  
May 25, 2005**

**Standing Committee Meetings**

Course Numbering: 9:30 a.m. – 11:30 a.m., 1721/25 Turlington Building

Postsecondary Transition: 9:30 a.m. – 11:30 a.m., 1505 Turlington Building

Statewide Policies & Guidance: 12:30 p.m. – 2:00 p.m. 1721/25 Turlington Building

**Full ACC Meeting**

2:00 p.m. – 4:00 p.m., 1721/25 Turlington Building

**ACC AGENDA**

1	Chairman's Comments	Chairman
<b>Approval:</b>		
2	Approval of Minutes from February 23, 2005, ACC Meeting	Chairman
3	Approval of Rule Changes/ Standing Committee on Statewide Policies & Guidance Committee Report	Dr. Charles Dassance/ Dr. Heather Sherry
<b>Discussion:</b>		
4	Standing Committee on Postsecondary Transition Report	Dr. Ed Massey/ Mr. Ron Blocker
5	Standing Committee on Course Numbering Report	Dr. R.E. LeMon
6	Overview of Major Articulation-Related Legislation	Dr. Heather Sherry
7	Assessment Issues	Dr. Pat Windham
8	Prerequisites for Teacher Prep	Dr. R.E. LeMon
9	High School Feedback Report	Dr. Laura Caruso

**ARTICULATION COORDINATING COMMITTEE**

**May 25, 2005**

**Item 2**

**Subject:** Approval of minutes of the ACC meeting held February 23, 2005

---

**PROPOSED COMMITTEE ACTION**

Approval of minutes of the ACC meeting held February 23, 2005

**BACKGROUND INFORMATION**

Committee members will review and approve the minutes of the ACC meeting held February 23, 2005, at the R. A. Gray Building, Tallahassee, Florida.

---

Supporting Documentation Included: Minutes from February 23, 2005, ACC Meeting

Facilitators/Presenters: Chair

**MINUTES**  
**ARTICULATION COORDINATING COMMITTEE MEETING**  
**February 23, 2005**

A meeting of the Articulation Coordinating Committee was held on Wednesday, February 23, 2005, in the Auditorium of the R.A. Gray Building in Tallahassee, Florida. At 1:10 p.m. the meeting was called to order by Chairman Edwin Massey.

Members Present	Dr. Judy Bilsky, Community Colleges & Workforce Education (Division of) Ms. Mary Jo Butler, Public Schools (Division of) Dr. Charlene Callahan, Colleges and Universities (New College of Florida) Ms. Nancy Cordell for Dr. Bonnie Marmor, Community Colleges & Workforce Education (Division of) Dr. Charles Dassance, Community Colleges (Central Florida Community College) Ms. Brenda Dickinson, Parent Dr. Joe Joyner, Public Schools (St. Johns County) Dr. Renu Khator, Colleges and Universities (University of South Florida) Dr. Arthur Kirk, Jr., Independent Education (St. Leo University) Dr. R. E. LeMon, Colleges and Universities (Division of) Dr. Edwin Massey, Chair, Community Colleges (Indian River Community College) Mr. Jim Patch, Independent Education (FAPSC) Dr. Martha Pelaez, Colleges and Universities (Florida International Univ.) Dr. Jill White, Member-at-Large (Okaloosa-Walton College)
-----------------	---

Members Absent	Mr. Ronald Blocker, Public Schools (Orange County) Mr. John Joseph, Student (Miami-Dade College)
----------------	---

1. Chairperson's Comments	Dr. Ed Massey was introduced by Dr. Heather Sherry as the new chair of the ACC. Dr. Massey began the meeting by welcoming members and those in the audience and by asking all in attendance to introduce themselves and share who they represent.
---------------------------	--

As the new chair, Dr. Massey shared his beliefs about the importance of articulation in Florida and the role that the ACC should play in articulation policy.

2. Approval of Minutes of Meeting Held November 10, 2004	Dr. Massey asked for a motion to approve the minutes of the November 10, 2004, meeting, as submitted. The motion was seconded and passed unanimously.
--	---

3. Standing Committee on Statewide Policies and Guidance Report	Dr. Charles Dassance was recognized by the chair to provide an update of what occurred at the morning meeting.  Dr. Dassance explained that the majority of the meeting was spent reviewing proposed revisions to Rule 6A-10.024, F.A.C. relating to articulation. Dr. Heather Sherry led the group through each of the proposed changes that had been suggested during the February meeting. Additional changes were also
---	--

suggested by DOE staff and legal counsel and the committee had an opportunity to review those suggestions and make comments and recommendations for further revision. Dr. Sherry agreed to make the proposed changes and send a new draft out to members for their input.

The committee was given a list of all of the 6A-10 rules and asked to review those that related to articulation, so that it might be possible to “bundle” some other rules along with 6A-10.024 to take to the State Board of Education and the Board of Governors for approval. It was determined that the remaining 6A-10 rules could be separated into 3 categories: 1) Rules not related to articulation; 2) Rules related to articulation that could be revised and submitted with 6A-10.024; and 3) rules related to assessment that will require policy decisions and may take longer to revise. Dr. Sherry agreed to email the list of rules to the committee so that they can verify the rule categories and provide input related to proposed changes.

It is anticipated that Rule 6A-10.024 and the “articulation cluster” of rules will be ready for approval by the committee and be brought to the full ACC for approval at the May 25, 2005 meeting.

The committee also discussed the DOE strategic plan (particularly priority project 8.2.3 – Public Awareness of 2+2 System) and Dr. Sherry asked that the committee think about ways to improve communication about articulation policies to parents and students including, but not limited to, revising the Statewide Articulation Manual to make it a comprehensive document and revising the Pathways to Success brochure.

Finally, the committee discussed recent proposed legislation relating to required civics instruction in community colleges. Dr. Sherry agreed to gather information on the current status of civics instruction in K-12 and postsecondary education and put together a report outlining current requirements, enrollment patterns, etc. The report will be shared with the committee upon completion.

4. Standing  
Committee  
on Course  
Numbering  
Report

Dr. LeMon discussed the general education survey that seeks to describe current transfer practices for specific general education courses. This survey will verify general education course offering, and find how institutions accept other courses in transfer. The end product an advising manual of the most useful general education courses for students who transfer without completing their 36-hour general education curriculum. This survey was distributed to all community colleges and universities, with most responding. The survey shows several courses that are offered or accepted as general education by all respondents. The Standing Committee discussed next steps: (1) finish the survey; (2) allow all institutions to view the results, for verification and to see if there are courses the institution may consider offering; (3) identify outlier institutions for best practices or those that accept few courses; and (4) consider when and where to publish this information.

The Committee then discussed the recommendations of the Sub-committee for Nonpublic Institution Participation on the Statewide Course Numbering System (SCNS). This sub-committee met in December, 2004 to design a plan

to govern faculty credentials for courses included on the SCNS. The subcommittee recommended that the nationally recognized accrediting agencies be included in review of faculty credentials—thereby removing the burden from the SCNS. These agencies, two of whom were represented at this meeting, would agree to include SCNS guidelines in their re-authorization processes. These guidelines are drawn from Florida Statute, State Board of Education Administrative Rule, and SCNS procedures. Once these guidelines were in place, the SCNS would facilitate a pilot process to implement these new procedures. The Standing Committee approved of this plan in concept.

The Committee then addressed the Gordon Rule. They examined proposed language from the Council of Presidents and the Council for Instructional Affairs. One of the highlights of this examination is the 24,000 word requirement. The Committee is looking at language for the rule—with Drs. LeMon, Lynch, and Sloan forming a workgroup.

Finally, the Committee was briefed on course levels—and the continuing maintenance of section 1007.24(2). The Committee will discuss course equivalencies across the upper and lower levels, and the role of the SCNS in determining the proper content level of a course.

5. Standing Committee on Postsecondary Transition Report

Dr. Massey, co-chair of the Standing Committee on Postsecondary Transition, reported on the outcomes from the morning’s meeting. A substantial amount of the standing committee meeting was devoted to reviewing a survey of current eligibility requirements for dual enrollment from districts around the state. Approximately one third of school districts and colleges were represented by the survey. There was a virtual consensus on GPA requirements, the requirement to take the CPT, and the requirement to pass the math or English sections of the CPT if a student enrolled in those courses. There was little consensus on whether students should have to pass the reading section of the CPT to enroll in ANY college course. While most members of the committee agreed that it seemed logical that a student demonstrate he can read at the college level prior to enrolling in a college course, several institutions had data to show it made no difference in course outcomes whether a student passed the reading portion of the CPT or not. The committee agreed it would be worthwhile to look at state-level data related to this topic. Dr. Laura Hébert agreed to request the data to review at the next meeting.

A second agenda item for the committee was the review of IB credit-by-exam equivalencies. Feedback from members reviewing current equivalencies showed agreement that the differentiation of credit awarded for diploma and non-diploma holders should be eliminated. Additionally, members felt that the credit equivalencies, in general, were insufficient based on the depth and breadth of IB exams. Mr. David Youngman, the IB coordinator from Atlantic High School concurred with the committee. He said the Florida IB coordinators’ organization (FLIB) supported eliminating the differentiation of credit for diploma and non-diploma holders as well as increased awards for passing scores. Mr. Youngman related that some IB programs are set up to have students complete an AP course and exam as the first phase of the 2-year IB course. In those cases, the students generally are awarded AP credit for a

passing score, but receive no additional credit for the second year of study in the subject area and the passing IB score.

The committee members agreed that all credit-by-exam equivalencies, including IB, should be reviewed on a 5-year cycle. Since the current list was approved in 2001, the review should begin soon (for approval early in 2006).

The third and final agenda item was a review of the DOE strategic plan initiatives related to articulation. Since this item also appeared on the afternoon's ACC agenda, the co-chairs decided to put off any in-depth discussion of the strategic plan at the standing committee meeting. Dr. Hébert distributed copies of the projects associated with imperatives 3 and 8, which are most closely associated with articulation issues.

6. Pilot Project on Academic Rigor	The chair recognized Ms. Monica Hayes who introduced Ms. Andrea Kiser, a Gubernatorial Fellow assigned to the Office of Equity and Access. Ms. Kiser presented a PowerPoint on a pilot project aimed at enrolling more high school students, particularly from underrepresented groups, in a rigorous curriculum. The pilot project is being conducted in conjunction with the College Board Florida Partnership and provides training and consultative services to 5-10 pilot schools designated by the DOE. Ultimately, the project will assist these schools in developing a registration system where students are automatically enrolled in rigorous coursework unless a parent requests otherwise. A wide variety of resources will be offered to the pilot school to facilitate the achievement of this goal. Ms. Kiser can be reached at <a href="mailto:Andrea.Kiser@fldoe.org">Andrea.Kiser@fldoe.org</a> .
------------------------------------	---

7. Trends In High School Graduation And Preparation For College	The chair introduced Dr. Martha Miller who provided her annual update on Florida High School Graduation Trends. Dr. Miller also included in her presentation data related to the increase in Florida's 10 <sup>th</sup> graders taking the PSAT and the growth & success of Florida's AP program. Charts provided during Dr. Miller's presentation are included as an appendix to these minutes.
---	--

8. DOE Strategic Imperatives Connected to Articulation	On behalf of Dr. Theresa Klebacha, Dr. Heather Sherry made a short presentation on the 2004-05 State Board of Education Strategic Plan as it relates to articulation. Particular attention was paid to Management Objective 3.3 (Ensuring college readiness of high school graduates) and Management Object 8.2. (Improving student opportunities for higher learning). The ACC will be asked to provide input on a number of priority projects related to the plan (specifically Priority Projects 8.2.1. – local, district/college articulation plans; 8.2.2. – postsecondary feedback profiles; and 8.2.3.- public awareness of the 2+2 system).
--	---

The meeting was adjourned at 3:05 p. m.

Announcements:	The next ACC meeting is scheduled for Wednesday, May 25, 2005, in the Turlington Building in Tallahassee. The ACC Standing Committees will meet prior to the full ACC.
----------------	--

## **ARTICULATION COORDINATING COMMITTEE**

**May 25, 2005**

### **Item 3**

**Subject:** Standing Committee on Statewide Policies and Guidance Committee Report and Approval of Articulation Rules

---

### **PROPOSED COMMITTEE ACTION**

Approval of Rule Change recommendations from the Standing Committee on Statewide Policies and Guidance

### **BACKGROUND INFORMATION**

Committee members will review and approve the recommendations for articulation rule changes made by the Standing Committee on Statewide Policies and Guidance. The recommendations of the full ACC will be taken to the State Board of Education and the Board of Governors for approval

---

Supporting Documentation Included: Standing Committee Agenda; DRAFT of Rule revision (6A-10.024)

Facilitators/Presenters: Dr. Charles Dassance/Dr. Heather Sherry

**Articulation Coordinating Committee  
Standing Committee on Statewide Policies and Guidance**

**May 25, 2005  
1721/25 Turlington Building  
Tallahassee, Florida**

**12:30 p.m. – 2:00 p.m.**

**AGENDA**

1. Opening Comments
2. Discussion of proposed revisions to Rule 6A-10.024
  - ✓ Final Review and Approval of DRAFT rule
3. Discussion of revision of other 6A-10 articulation rules
  - ✓ Proposed Gordon Rule Language (Course Numbering Committee)
  - ✓ Final Review and Approval of 6A-10 Articulation Cluster
4. Other Business
  - ✓ Report on proposed postsecondary civics requirement
  - ✓ Discussion of proposed “Pathways to Success” document revision
  - ✓ Next steps:
    - SBE and BOG approval process for articulation rules
    - Assessment rule cluster



<p><b>Current Rule – 6A-10.024</b>  <i>[Blank lines were added to align text across columns]</i></p>	<p><i>Amendments to clarify; update and delete obsolete; fix glitches; and incorporate Board of Governors.</i></p>
<p><b>6A-10.024 Articulation Between Universities, Community Colleges, and School Districts.</b></p>	<p><b>[Rule # TBD] Articulation Between <u>and Among</u> Universities, Community Colleges, and School Districts.</b></p>
	<p><u>It is the intent of the Board of Governors and the State Board of Education to facilitate articulation and seamless integration of the education system by agreeing to the provisions of this rule. The authority to adopt and amend this rule 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 community college system, and the Department of Education.</u></p>
<p>(1) Each state university president, 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. 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.</p> <p>(2) Articulation Coordinating Committee. The Commissioner shall establish an Articulation Coordinating Committee which shall report to the Commissioner and consist of fifteen (15) members appointed by the Commissioner: three (3) members representing the state university system;</p>	<p>(1) Each state university <u>board of trustees</u> <del>president</del>, 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. <u>State universities</u> <del>Universities</del>, 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.</p> <p>(2) Articulation Coordinating Committee. The Commissioner shall establish an Articulation Coordinating Committee which shall report to the Commissioner and consist of <u>eighteen (18)</u> <del>fifteen (15)</del> members. <u>The committee shall have four (4) standing members from the</u></p>

three (3) members representing the state community college system; one (1) member representing vocational education; three (3) members representing public schools; two (2) members representing nonpublic postsecondary institutions; one (1) member representing students; one (1) member from the Commissioner's staff who shall serve as chairman; and one (1) additional member. The Committee shall:

(a) Function as the statewide pre-kindergarten through university, or K-16, council and accept continuous responsibility for community college-university-school district relationships, including recommending to the Commissioner plans for school district articulation relationships with community colleges and universities, including coordination of cooperative plans required by Section 229.814(5), Florida Statutes.

(b) Establish articulation accountability measures. Further, the Committee shall annually collect, analyze, and make recommendations to the Commissioner of Education on the accountability measures. Such report, at a minimum, shall address the provisions set forth in Section 240.1162, Florida Statutes. The articulation accountability report shall be included in the Commissioner's annual report on the status of education to the State Board of Education and the Legislature.

(c) Develop suggested guidelines for

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 vocational education; three (3) members representing public schools; two (2) members representing nonpublic postsecondary institutions; one (1) member representing students; ~~one (1) member from the Commissioner's staff who shall serve as chairman~~; and one (1) additional member. 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, ~~or K-16, advisory committee council~~ and accept continuous responsibility for community college-university-school district relationships, ~~including recommending to the Commissioner plans for school district articulation relationships with community colleges and universities, including coordination of cooperative plans required by Section 229.814(5), Florida Statutes.~~

~~(b) Establish articulation accountability measures. Further, the Committee shall annually collect, analyze, and make recommendations to the Commissioner of Education on the accountability measures. Such report, at a minimum, shall address the provisions set forth in Section 240.1162, Florida Statutes. The articulation accountability report shall be included in the Commissioner's annual report on the status of education to the State Board of Education and the Legislature.~~

(b) (e) Develop suggested guidelines for

<p>interinstitutional agreements between public schools, community colleges, and universities to facilitate interaction, articulation, acceleration, and the efficient use of faculty, equipment, and facilities.</p> <p>(d) Establish groups of university-community college-school district representatives to facilitate articulation in subject areas.</p> <p>(e) Conduct a continuing review of the provisions of Rule 6A-10.024, FAC.</p> <p>(f) Review instances of student transfer and admissions difficulties among universities, community colleges, and public schools. Decisions shall be advisory to the institutions concerned.</p> <p>(g) Recommend resolutions of issues and recommend policies and procedures to improve articulation systemwide.</p> <p>(h) Recommend the priority to be given research conducted cooperatively by the Divisions of Community Colleges, Universities, and Public Schools 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.</p> <p>(i) Review and make recommendations to institutions for experimental programs which vary from official transfer policy.</p> <p>(j) Develop procedures to improve articulation systemwide.</p>	<p>interinstitutional agreements between <u>and among</u> public schools, community colleges, and universities to facilitate interaction, articulation, acceleration, and the efficient use of faculty, equipment, and facilities.</p> <p><u>(c) (d)</u> Establish groups of university-community college-school district representatives to facilitate articulation in subject areas.</p> <p><u>(d) (e)</u> Conduct a continuing review of the provisions of <u>this rule Rule 6A-10.024, FAC and make recommendations to the State Board of Education and the Board of Governors for revisions.</u></p> <p><u>(e) (f)</u> Review instances of student transfer and admissions difficulties among universities, community colleges, and public schools. Decisions shall be advisory to the institutions concerned.</p> <p><u>(f) (g)</u> <u>Examine statewide data regarding articulation,</u> <del>r</del>Recommend resolutions of issues, and <del>recommend</del> <u>propose</u> policies and procedures to improve articulation systemwide.</p> <p><u>(g) (h)</u> Recommend the priority to be given research conducted cooperatively by the Divisions of Community Colleges <u>and Workforce Education, Colleges and</u> Universities, and Public Schools 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.</p> <p><u>(h) (i)</u> Review and make recommendations to institutions for experimental programs which vary from official transfer policy.</p> <p><del>(j) Develop procedures to improve articulation systemwide.</del></p>
---	---

(k) Collect and disseminate information on successful cooperative programs under Rule 6A-10.024(1), FAC.

(i) ~~(k)~~ Collect and disseminate information on successful cooperative programs between and among educational institutions under Rule 6A-10.024(1), FAC.

(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 Division of Colleges and Universities and the Division of Community Colleges and Workforce Education.

(m) Maintain and review annually the accelerated articulation mechanism examinations, minimum scores guaranteed for transfer, maximum credits guaranteed to transfer, and recommended course equivalencies

(l) Perform such other duties as may be assigned in law or by the State Board or the Commissioner.

(n) ~~(l)~~ Perform such other duties as may be assigned in law or by the State Board of Education, the Board of Governors, or the Commissioner.

(3) General education.

<p>(a) Each state university and community college shall establish a general education core curriculum, which shall require at least thirty-six (36) semester hours of college credit in the liberal arts and sciences for students working toward a baccalaureate.</p> <p>(b) After a state university or community college has published its general education core curriculum, the integrity of that curriculum shall be recognized by the other public universities and community colleges. 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 degree is conferred, no other state university or community college to which he or she may transfer shall require any further such general education courses.</p> <p>(c) If a student does not complete a general education core curriculum prior to transfer, the general education requirement becomes the responsibility of the new institution.</p> <p>(4) 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 community college shall be granted admission to an upper division program offered by a state university institution except to: a limited access program; a teacher certification program; or a major program requiring an audition or portfolio. After admission has been granted to associate in arts</p>	<p>(3) General education.</p> <p>(a) <del>Each state university and community college</del> <u>public postsecondary institution</u> shall establish a general education core curriculum, which shall require <del>at least</del> thirty-six (36) semester hours of <u>communication, mathematics, social sciences, humanities, and natural sciences</u> college credit in the liberal arts and sciences for students working toward a baccalaureate <u>degree</u>.</p> <p>(b) After a state university or community college has published its general education core curriculum, the integrity of that curriculum shall be recognized by the other public universities and community colleges. 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 degree is conferred, no other <del>state university or community college</del> <u>public postsecondary institution</u> to which he or she may transfer shall require any further such general education courses.</p> <p>(c) If a student does not complete a general education core curriculum prior to transfer, the general education requirement becomes the responsibility of the new institution.</p> <p>(4) <u>Associate in Arts (A.A.) Degree.</u> 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 community college shall be granted admission to an upper division program <u>consistent with Section 1007.23, Florida Statutes.</u> <u>Admission to the student's preferred public postsecondary institution or program is not guaranteed.</u> <del>offered by a state university institution except to: a</del></p>
---	---

graduates as specified above and to state university students who have successfully completed sixty (60) credit hours of course work and met the requirements of Section 240.107, Florida Statutes, admission shall then be granted to state university system and Florida community college students who have successfully completed sixty (60) credit hours of work.

(5) The associate in arts degree shall be awarded upon:

(a) Completion of at least sixty (60) semester hours of college credit courses exclusive of courses not accepted in the state university system, and including a general education core curriculum of at least thirty-six (36) semester hours of college credit in the liberal arts and sciences;

(b) Achievement of a 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 baccalaureate in the same way as "D" grades obtained by students in the state universities. Whether courses with "D" grades in the major satisfy requirements in the major field may be decided by the university department or college;

~~limited access program; a teacher certification program; or a major program requiring an audition or portfolio. After admission has been granted to associate in arts graduates as specified above and to state university students who have successfully completed sixty (60) credit hours of course work and met the requirements of Section 240.107, Florida Statutes, admission shall then be granted to state university system and Florida community college students who have successfully completed sixty (60) credit hours of work.~~

(a) (5) The associate in arts degree shall be awarded upon:

1. (a) Completion of at least sixty (60) semester hours of college credit courses in an established program of study, exclusive of courses not accepted in the state university system, and including a general education core curriculum of at least thirty-six (36) semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences the liberal arts and sciences; with the remaining twenty-four (24) semester hours consisting of appropriate common program prerequisite courses and electives.

2. (b) Achievement of a 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 state university universities or receiving community college. Whether courses with "D" grades in the major satisfy requirements in the major field may be decided by the receiving university or receiving community college. department or college; The 60 hours that comprise a

<p>(c) Completion of the requirements in Rule 6A-10.030, FAC.; and</p> <p>(d) Achievement of the minimum standards in Rule 6A-10.0312, FAC.</p> <p>(6) 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. The following provisions allow for articulation from an associate in science to a baccalaureate degree.</p> <p>(a) The associate in science degree shall be awarded upon:</p> <ol style="list-style-type: none"> <li>1. Completion of the minimum number of semester hours of college credit courses as required in Rule 6A-14.030(2)(a), FAC., including,</li> <li>2. Completion of at least fifteen to eighteen (15-18) semester hours in the general education core curriculum in the liberal arts and sciences comprised of courses which meet the Southern Association of College and Schools Commission on Colleges criteria. English and math courses must meet the requirements of Rule 6A-10.030, FAC. No physical education credit will be included in the general education block of credit.</li> </ol>	<p><u>completed Associate in Arts degree shall be accepted in total upon transfer to an upper division program at another public postsecondary institution.</u></p> <p><u>3. (c) Completion of the requirements for English and mathematics courses adopted by the State Board of Education in Rule 6A-10.030, FAC. and the Board of Governors; and</u></p> <p><u>4. (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, FAC and the Board of Governors.</u></p> <p><u>(5) (6) Associate in Science (A.S.) Degree.</u> 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. The following provisions allow for articulation from an associate in science to a baccalaureate degree.</p> <p>(a) The associate in science degree shall be awarded upon:</p> <ol style="list-style-type: none"> <li>1. Completion of the minimum number of semester hours of college credit courses <u>in an established program of study as required in Rule 6A-14.030(2) (a) , FAC., including,</u></li> <li>2. Completion of <u>at least a minimum of fifteen to eighteen (15-18) semester hours in the general education core curriculum in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences liberal arts and sciences comprised of courses which meet the Southern Association of College and Schools Commission on Colleges criteria. English and math courses must meet the requirements adopted by the State Board of Education in of Rule 6A-10.030, FAC and the Board of Governors.</u> No physical education credit will be included in the</li> </ol>
---	---

<p>3. Achievement of the minimum standards in Rule 6A-10.0312, FAC., will be required by the time the student earns 36 semester hours at the senior institution in upper division work.</p> <p>4. Completion of common prerequisites will be required for the baccalaureate degree or as otherwise outlined in program-specific statewide agreements.</p> <p>5. 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 or for remediation.</p> <p>(b) The Interdisciplinary Capstone Agreement. Every associate in science degree graduate of a Florida community college program that articulates with an interdisciplinary capstone degree program in a Florida public or private university 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 interdisciplinary capstone agreement shall be treated equally, regardless of the community colleges from which they receive their</p>	<p>general education block of credit.</p> <p><u>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.</u></p> <p><u>(b) Appropriate courses within associate in science degree programs will articulate to baccalaureate degree programs. The Associate in science degree shall articulate to a baccalaureate degree based upon the following provisions:</u></p> <p><u>1. 3. Achievement of the minimum standards adopted by the State Board of Education in Rule 6A-10.0312, FAC. 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.</u></p> <p><u>2. 4. Completion of common prerequisites will be required for the baccalaureate degree or as otherwise outlined in program-specific statewide agreements.</u></p> <p><u>3. 5. 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 or for remediation.</u></p> <p><u>(c) (b) The Interdisciplinary 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</u></p>
---	--



<p>degrees.</p> <p>1. The general education component of the A.S. degree will maintain its integrity upon transfer to the interdisciplinary capstone program.</p> <p>2. The Articulation Coordinating Committee shall maintain a current listing of interdisciplinary capstone programs which will be published on an annual basis.</p> <p>(c) The Career Ladder Agreement -- Beginning fall term 2000, all graduates of a Florida community college associate in science degree program listed in the Statewide Articulation Manual shall be granted admission to any of the universities in the State University System in the program designated to articulate with their degree, except for limited access programs and those requiring specific grades on particular courses for admission. Each State University System institution shall develop admissions criteria to ensure that associate in science degree students are evaluated on an equal basis with</p>	<p><u>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.</u> Every associate in science degree graduate of a Florida community college program that articulates with <u>a an interdisciplinary capstone degree program in a specific Florida public or private postsecondary institution university</u> 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 interdisciplinary capstone agreement shall be treated equally, regardless of the community colleges from which they receive their degrees. <u>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.</u></p> <p><del>1. The general education component of the A.S. degree will maintain its integrity upon transfer to the interdisciplinary capstone program.</del></p> <p><del>2. The Articulation Coordinating Committee shall maintain a current listing of interdisciplinary capstone programs which will be published on an annual basis.</del></p> <p><u>(d) (e) The 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</u> Beginning fall term 2000, all graduates of a</p>
--	---

associate in arts degree graduates and native university students for admission into 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 subsection (6)(a) of this rule and in accordance with the articulation agreement provisions contained in the Statewide Articulation Manual.

2. 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.

3. The associate in science to bachelor of arts/bachelor of science articulation agreements between the State Board of Community Colleges and the State University System shall be documented and maintained in a Statewide Articulation Manual. The State Board of Education and the Board of Governors, in consultation with their member institutions, shall review periodically, as necessary, but no more than once a year, the provisions of the state articulation agreements and the

Florida community college associate in science degree program with an agreement that is documented and maintained by the Articulation Coordinating Committee listed in the Statewide Articulation Manual shall be granted admission to a public postsecondary institution ~~any of the universities in the State University System~~ 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 subsection (5)(a) ~~(6)(a)~~ of this rule and in accordance with the articulation agreement provisions maintained by the Articulation Coordinating Committee ~~contained in the Statewide Articulation Manual~~.

~~2. 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.~~

~~2. 3.~~ The statewide associate in science to bachelor of arts/bachelor of science baccalaureate degree program articulation agreements between public postsecondary institutions ~~the State Board of Community Colleges and the State University System~~ shall be documented and maintained by the Articulation Coordinating Committee ~~in~~

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 and approval.

(7) The Applied Technology Diploma (ATD) 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 applied technology diploma program may consist of either vocational credit or college credit.

(a) Students must have a high school diploma or the equivalent to be admitted to an applied technology diploma program. Within six (6) weeks of entry, students must be tested pursuant to Rule 6A-10.040, FAC., and, if below minimum standards for completion from the program as defined in the program standards document adopted in Rule 6A-6.0571, FAC., 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, FAC. Students must successfully complete all remedial instruction before completing the Applied Technology Diploma.

a Statewide Articulation Manual. The Division of Community Colleges and Workforce Education and the Division of Colleges and Universities, State Board of Education and the Board of Governors, in consultation with their member 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 and approval. 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) (7) The Applied Technology Diploma (ATD) . The ATD 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 applied technology diploma program may consist of either technical vocational credit or college credit.

(a) Students must have a high school diploma, a high school equivalency diploma, or the equivalent or a certificate of completion pursuant to Section 1003.433 (2)(b), Florida Statutes 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, FAC., and, if below minimum standards for completion from the program as defined in the program standards document adopted in Rule 6A-6.0571, FAC., must receive

<p>(b) Community colleges may offer either college or vocational credit toward the applied technology diploma. Vocational-technical centers may offer only vocational credits.</p> <p>(c) All faculty providing instruction must have at least an associate degree in the specific instructional program area or meet the criteria for "exceptional cases" as defined by the Southern Association of Schools and Colleges.</p> <p>(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 in the Statewide Articulation Manual and the Vocational Education Program Courses Standards, which is incorporated by reference in Rule 6A-6.0571, FAC. The Statewide Articulation Manual and the Vocational Education Program Courses Standards shall include the following:</p> <ol style="list-style-type: none"> <li>1. The total number of clock or credit hours within the program.</li> <li>2. The associate degree into which the applied technology diploma is guaranteed to transfer.</li> <li>3. The number of college credit hours guaranteed to transfer.</li> </ol>	<p>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, FAC. Students must successfully complete all remedial instruction before completing the Applied Technology Diploma.</p> <p>(b) Community colleges may offer either college or <u>career vocational</u> credit toward the applied technology diploma. <u>Career Vocational-technical</u> centers may offer only <u>career vocational</u> credits.</p> <p>(c) All faculty providing instruction must have at least <u>a baccalaureate degree or an associate degree with demonstrated competencies</u> in the specific instructional program area <del>or meet the criteria for "exceptional cases"</del> as defined by the Southern Association of <del>Schools and Colleges</del> <u>Schools and Colleges</u>.</p> <p>(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 <u>by the Articulation Coordinating Committee</u> <del>in the Statewide Articulation Manual and the Vocational Education Program Courses Standards, which is incorporated by reference in Rule 6A-6.0571, FAC.</del> <u>The documentation</u> <del>Statewide Articulation Manual and the Vocational Education Program Courses Standards</del> shall include the following:</p> <ol style="list-style-type: none"> <li>1. The total number of clock or credit hours within the program.</li> <li>2. The associate <u>in science or associate in applied science</u> degree into which the applied technology diploma is guaranteed to transfer.</li> <li>3. The number of college credit hours</li> </ol>
---	---

<p>4. An effective date.</p> <p>(e) The transfer of the applied technology diploma to an associate degree is guaranteed for a period of three (3) years following the date of the award of the applied technology diploma.</p> <p>(f) Applied technology diploma students entering an associate degree program shall meet the admissions standards stipulated in Section 240.321, Florida Statutes. Additional admissions requirements for limited access programs may be established by the community college boards of trustees.</p> <p>(8) Credit by examination.</p> <p>(a) For examination programs listed in subsections (9) through (13) of this rule, examination specifications and content information shall be submitted to the Statewide Course Numbering System for course equivalency recommendations.</p> <p>(b) 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.</p> <p>(c) 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</p>	<p>guaranteed to transfer.</p> <p>4. An effective date.</p> <p>(e) The transfer of the applied technology diploma to an associate <u>in science or associate in applied science degree</u> is guaranteed for a period of three (3) years following the date of the award of the applied technology diploma.</p> <p>(f) Applied technology diploma students entering an associate degree program shall meet the admissions standards stipulated in Section <del>1007.263</del> <u>240.321</u>, Florida Statutes. Additional admissions requirements for limited access programs may be established by the community college boards of trustees.</p> <p><u>(7) (8) Articulated Acceleration Mechanisms Credit by examination. This subsection addresses the common mechanisms available for secondary and postsecondary students attending public educational institutions.</u></p> <p>(a) <u>Credit by examination; general provisions.</u></p> <p><u>1.</u> For examination programs listed in subsections <u>(b) (9) through (h) (13)</u> of this rule, examination specifications and content information shall be submitted to the Statewide Course Numbering System for course equivalency recommendations.</p> <p><u>2.</u> (b) 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.</p> <p><u>3.</u> (e) 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</p>
---	--

<p>minimum scores and course equivalents.</p> <p>(d) Transfer of examination credit over forty-five (45) credits is at the discretion of the receiving institution.</p> <p>(e) Credit by examination may not duplicate ordinary credit, dual enrollment credit or other credits earned through examination.</p> <p>(f) No grades or grade points shall be assigned for credit by examination.</p> <p>(g) 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.</p> <p>(9) The College Board College Level Examination Program (CLEP).</p> <p>(a) 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.</p> <p>(b) For examinations taken after July 2001, transfer of credit is mandatory for all CLEP examinations, except for foreign languages, on which students achieved a scale score of fifty (50).</p> <p>(c) For examinations taken prior to July 1, 2001, transfer of credit under the terms of this rule is mandatory provided that the</p>	<p>minimum scores and course equivalents.</p> <p><u>4. (d)</u> Transfer of examination credit over forty-five (45) credits is at the discretion of the receiving institution.</p> <p><u>5. (e)</u> Credit by examination may not duplicate <u>ordinary credit, dual enrollment credit or other credits earned credit previously earned through postsecondary courses or</u> through examination.</p> <p><u>6. (f)</u> No grades or grade points shall be assigned for credit by examination.</p> <p><u>7. (g)</u> 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.</p> <p><u>(b) (9)</u> <u>The College Board College Level Examination Program (CLEP) of the College Board.</u></p> <p><u>1. (a)</u> 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.</p> <p><u>2. (b)</u> For examinations taken after July 2001, transfer of credit is mandatory for all CLEP examinations. <u>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.</u> <u>except for foreign languages, on which students achieved a scale score of fifty (50).</u></p> <p><u>3. (c)</u> For examinations taken prior to July 1, 2001, transfer of credit under the terms of this rule is mandatory provided that the <u>award of credit is consistent with the institution awarding the credit did so on the</u></p>
--	---

institution awarding the credit did so on the basis on 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.

(d) For foreign language CLEP examinations, transfer of credit for examinations taken after July 1, 2001, is mandatory provided that credit was awarded on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum credit guaranteed to transfer.

(10) College Board Advanced Placement Program (AP). Transfer of Advanced Placement credit under terms of this rule is mandatory, provided that the institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.

(11) International Baccalaureate (IB) Diploma Program. The award of credit based on scores achieved on IB Diploma program examinations and the transfer of such credit are mandatory under the provisions herein.

~~basis on 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.~~

~~(d) For foreign language CLEP examinations, transfer of credit for examinations taken after July 1, 2001, is mandatory provided that credit was awarded on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum credit guaranteed to transfer.~~

(c) (10) 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 institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.

(d) (11) 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 based on scores achieved on IB Diploma program examinations and the transfer of such credit are mandatory under the provisions herein.

<p>(a) Students who have not been awarded the IB Diploma shall be awarded six (6) semester credits in the subject areas of each IB higher level examination on which they scored five (5) points or above.</p> <p>(b) Students who have been awarded the IB Diploma shall be awarded up to thirty (30) semester credits in the subject areas in which they scored four (4) or above on IB Diploma program examinations. The credits shall be awarded as follows:</p> <ol style="list-style-type: none"> <li>1. Six (6) semester credits for each IB examination on which they scored five (5) or above.</li> <li>2. Three (3) semester credits for each IB examination on which they scored four (4).</li> </ol> <p>(c) For students who completed IB Diploma program examinations before April 1993:</p> <ol style="list-style-type: none"> <li>1. Three (3) semester credits shall be awarded in the subject areas of each IB higher level examination on which they scored four (4).</li> <li>2. Six (6) semester credits shall be awarded in the subject areas of each IB higher level examination on which they scored five (5) or above.</li> <li>3. One (1) semester credit shall be awarded in the subject areas of each IB subsidiary level examination on which they scored four (4).</li> <li>4. Three (3) semester credits shall be awarded in the subject areas of each IB subsidiary level examination on which they scored five (5) or above.</li> </ol>	<p><del>(a) Students who have not been awarded the IB Diploma shall be awarded six (6) semester credits in the subject areas of each IB higher level examination on which they scored five (5) points or above.</del></p> <p><del>(b) Students who have been awarded the IB Diploma shall be awarded up to thirty (30) semester credits in the subject areas in which they scored four (4) or above on IB Diploma program examinations. The credits shall be awarded as follows:</del></p> <ol style="list-style-type: none"> <li><del>1. Six (6) semester credits for each IB examination on which they scored five (5) or above.</del></li> <li><del>2. Three (3) semester credits for each IB examination on which they scored four (4).</del></li> </ol> <p><u>The award of credit for students (c) For students who completed IB Diploma program examinations before April 1993 shall be determined by the public postsecondary institution.</u></p> <ol style="list-style-type: none"> <li><del>1. Three (3) semester credits shall be awarded in the subject areas of each IB higher level examination on which they scored four (4).</del></li> <li><del>2. Six (6) semester credits shall be awarded in the subject areas of each IB higher level examination on which they scored five (5) or above.</del></li> <li><del>3. One (1) semester credit shall be awarded in the subject areas of each IB subsidiary level examination on which they scored four (4).</del></li> <li><del>4. Three (3) semester credits shall be awarded in the subject areas of each IB subsidiary level examination on which they scored five (5) or above.</del></li> </ol> <p><u>(e) Advanced International Certificate of Education Program (AICE). Transfer of Advanced International Certificate of Education credit under terms of this rule is</u></p>
---	--



<p>(12) 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 institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.</p> <p>(13) 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 institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.</p> <p>(14) 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 institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.</p> <p>(15) United States Armed Forces Institute (USAFI).</p>	<p><u>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.</u></p> <p><u>(f) (12) 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 institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.</u></p> <p><u>(g) (13) 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 institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.</u></p> <p><u>(14) 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 institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.</u></p> <p><u>(h) (15) United States Armed Forces Institute (USAFI). <u>The award of credits for students who successfully completed USAFI courses or exams before 1974 shall be determined by the public postsecondary institution.</u></u></p>
--	---

<p>(a) Credit earned through correspondence courses sponsored by USAFI may, but need not, be included under standard policies of the institutions. The standard policies of the institution prohibiting credit for overlapping courses shall apply.</p> <p>(b) Credit may be awarded for tests of General Education Development (GED) only when verified by CLEP scores.</p> <p>(c) Credit awarded on the basis of subject tests (USST) in collegiate subjects may be included provided that the scores are at the fiftieth (50th) percentile or above.</p> <p>(d) The institution awarding credit on the work sponsored by USAFI may, but need not, specify the course for which credit is being awarded. The standard policies of the institution prohibiting credit for overlapping courses shall apply.</p> <p>(e) No grade or quality points are to be assigned for credit awarded on the basis of work sponsored by USAFI.</p> <p>(f) No credit is to be awarded on work sponsored by USAFI which is duplicative of credit awarded by CLEP, College Board AP, or courses taken in the institution or received in transfer.</p> <p>(16) Alternatives to the College-Level Academic Skills Test. For purposes of Section 240.107(9)(a), Florida Statutes, the recentered Scholastic Achievement Test (SAT-I) or its equivalent on the original SAT, and the Enhanced American College Testing Program (ACT), or its equivalent on the original ACT, may be used to exempt the College-Level Academic Skills Test, as specified in Rule 6A-10.0311, FAC.</p> <p>(17) Pre-professional course responsibility.</p>	<p><del>1. (a) Credit earned through correspondence courses sponsored by USAFI may, but need not, be included under standard policies of the institutions. The standard policies of the institution prohibiting credit for overlapping courses shall apply.</del></p> <p><del>2. (b) Credit may be awarded for tests of General Education Development (GED) only when verified by CLEP scores.</del></p> <p><del>3. (c) Credit awarded on the basis of subject tests (USST) in collegiate subjects may be included provided that the scores are at the fiftieth (50th) percentile or above.</del></p> <p><del>4. (d) The institution awarding credit on the work sponsored by USAFI may, but need not, specify the course for which credit is being awarded. The standard policies of the institution prohibiting credit for overlapping courses shall apply.</del></p> <p><del>5. (e) No grade or quality points are to be assigned for credit awarded on the basis of work sponsored by USAFI.</del></p> <p><del>6. (f) No credit is to be awarded on work sponsored by USAFI which is duplicative of credit awarded by CLEP, College Board AP, or courses taken in the institution or received in transfer.</del></p> <p><del>(16) Alternatives to the College-Level Academic Skills Test. For purposes of Section 240.107(9)(a), Florida Statutes, the recentered Scholastic Achievement Test (SAT-I) or its equivalent on the original SAT, and the Enhanced American College Testing Program (ACT), or its equivalent on the original ACT, may be used to exempt the College-Level Academic Skills Test, as specified in Rule 6A-10.0311, FAC.</del></p> <p><del>(8) (17) Pre-professional course responsibility. Lower division programs in</del></p>
---	--

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 state university awarding the degree.

(18) Limited access programs. Community college transfer students shall have the same opportunity to enroll in university limited access programs as native university students. University 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.

(19) 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.

(20) State universities and 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 catalog in effect at the time of a student's initial collegiate enrollment shall govern upper division prerequisites, provided the student maintains continuous enrollment as defined in that catalog.

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 state university awarding the baccalaureate degree.

(9) ~~(18)~~ Limited access programs. Community college and state university transfer students shall have the same opportunity to enroll in baccalaureate ~~university~~-limited access programs as native ~~university~~ students. Baccalaureate ~~University~~ 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.

(10) ~~(19)~~ 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.

(11) ~~(20)~~ State universities and 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, provided the student maintains continuous enrollment as defined in that catalog unless otherwise

<p>(21) Standard transcript. The Articulation Coordinating Committee shall maintain a standard format for universities and community colleges to record the performance and credits of 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.</p> <p>(22) By December 1, 1991, the Department and all public universities, community colleges, and school districts shall have implemented the electronic exchange of student transcripts and associated educational records, including acquisition of and access to test scores of students, using the Florida Information Resource Network and following the procedures in the Florida Automated System for Transferring Educational Records section in "DOE Information Data Base Requirements: Volume I--Automated Student Information System," which is incorporated by reference in Rule 6A-1.0014, FAC.</p> <p>(23) 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 common course designation and 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</p>	<p><u>specified.</u></p> <p><del>(21) Standard transcript. The Articulation Coordinating Committee shall maintain a standard format for universities and community colleges to record the performance and credits of 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.</del></p> <p><del>(12) (22) By December 1, 1991, t</del> <u>The Department and all public universities, community colleges, and school districts shall have implemented <u>maintain</u> the electronic exchange of student transcripts and associated educational records, including acquisition of and access to test scores of students <u>in the standard format established by the ACC,</u> using the Florida Information Resource Network and following the procedures in the Florida Automated System for Transferring Educational Records section in "DOE Information Data Base Requirements: Volume I—Automated Student Information System," which is incorporated by reference in Rule 6A-1.0014, FAC.</u></p> <p><del>(23) 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 common course designation and 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</del></p>
--	--

<p>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 course numbering system. Credit so awarded shall satisfy institutional requirements on the same basis as credits awarded to native students.</p> <p>(24) All postsecondary courses offered for college credit, vocational credit, or college preparatory credit, as they are defined in Rule 6A-10.033, FAC., shall be entered in the common course designation and numbering system. Each course shall be assigned a single prefix and a single identifying number in the course numbering system.</p>	<p><del>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 course numbering system. Credit so awarded shall satisfy institutional requirements on the same basis as credits awarded to native students.</del></p> <p><del>(13) (24) All postsecondary courses offered for college credit, <u>technical vocational credit, or college preparatory credit, or career-preparatory credit</u> as they are defined in Rule 6A-10.033, FAC., shall be entered in the <u>statewide common course designation and numbering system</u>. Each course shall be assigned a single prefix and a single identifying number in the course numbering system.</del></p> <p><u>(14) 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.</u></p>
<p>Specific Authority 1007.01(2), 1007.27(9) FS. Law Implemented 1007.01(2),</p>	<p>Specific Authority <u>for State Board of Education: 1007.01(2), 1007.27(9) FS.</u></p>

<p>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, 6-15-9, 12-13-99, 8-14-2000, 10-16-2001, 9-22-2003.</p>	<p>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, 6-15-9, 12-13-99, 8-14-2000, 10-16-2001, 9-22-2003.</p>
	<p>Specific Authority for Board of Governors: Article IX Section 7, Constitution of the State of Florida.</p>

**ARTICULATION COORDINATING COMMITTEE**

**May 25, 2005**

**Item 4**

**Subject:** Standing Committee on Postsecondary Transition Report

---

**PROPOSED COMMITTEE ACTION**

Information and discussion; No action required

---

Supporting Documentation Included: Agenda for Standing Committee Meeting  
Facilitators/presenters: Dr. Edwin Massey & Mr. Ron Blocker

**Articulation Coordinating Committee  
Standing Committee on Postsecondary Transition**

**May 25, 2005  
1505 Turlington Bldg.  
Tallahassee, Florida**

**9:30 a.m. – 11:30 a.m.**

**AGENDA**

1. Approval of minutes from the February 23, 2005, meeting
2. Dual Enrollment Guidelines Project
  - a. Judy Bilsky: State data related to success rates of DE students who pass reading vs. those who don't
  - b. Falecia Williams: Institutional data from Valencia related to success rates of DE students who pass reading vs. those who don't
  - c. Donna Henderson: Institutional data from Broward on impact on enrollment when DE students are required to pass the reading portion of the CPT
3. Out-of-District Dual Enrollment Requests
  - a. "Cyber Schools"
  - b. Home School "Umbrella" Organizations
4. Other



**ARTICULATION COORDINATING COMMITTEE**

**May 25, 2005**

**Item 5**

**Subject:** Standing Committee on Course Numbering Report

---

**PROPOSED COMMITTEE ACTION**

Information and discussion; No action required

---

Supporting Documentation Included: Agenda for Standing Committee Meeting  
Facilitators/presenters: Dr. R.E. LeMon

**ARTICULATION COORDINATING COMMITTEE  
STANDING COMMITTEE ON COURSE NUMBERING**

**May 25, 2005  
9:30 a.m. – 11:30 p.m.  
1703 Turlington Building  
Tallahassee, Florida**

**AGENDA**

---

**Course Levels**

- Continued maintenance of level designations mandated in 1007.24(2)-(5), Florida Statutes.

**Associate in Arts Degree Courses**

- Discussion of occupational course inclusion in Associate in Arts degrees.
- Discussion of equated A.A./A.S. courses.

**Gordon Rule**

- Discussion of revised language.

**General Education**

- Update results of general education survey.

**ARTICULATION COORDINATING COMMITTEE**

**May 25, 2005**

**Item 6**

**Subject:** Overview of Major Articulation-Related Legislation

---

**PROPOSED COMMITTEE ACTION**

Information and discussion; No action required

---

Supporting Documentation Included: None at this time  
Facilitators/presenters: Dr. Heather Sherry

**ARTICULATION COORDINATING COMMITTEE**

**May 25, 2005**

**Item 7**

**Subject:** Discussion of Assessment Issues

---

**PROPOSED COMMITTEE ACTION**

Information and discussion; No action required

---

Supporting Documentation Included: None at this time  
Facilitators/presenters: Dr. Pat Windham

**ARTICULATION COORDINATING COMMITTEE**

**May 25, 2005**

**Item 8**

**Subject:** Discussion of Prerequisites for Teacher Preparation

---

**PROPOSED COMMITTEE ACTION**

Information and discussion; No action required

---

Supporting Documentation Included: None at this time  
Facilitators/presenters: Dr. R.E. LeMon

**ARTICULATION COORDINATING COMMITTEE**

**May 25, 2005**

**Item 9**

**Subject:** Discussion of the High School Feedback Report

---

**PROPOSED COMMITTEE ACTION**

Information and discussion; No action required

---

Supporting Documentation Included: None at this time  
Facilitators/presenters: Dr. Laura Caruso