

# ARTICULATION COORDINATING COMMITTEE

**2+2 WORKSHOP**  
**May 26, 2010**  
**Turlington Building, 1703/07**  
**Tallahassee, FL**

## AGENDA PACKET

1. ACC Charge from Joint Board Initiative (SBE and BOG).....	2
2. House Bill 7237 related to Higher Education Coordinating Council .....	3
3 Section 1007.22, FS – Articulation; postsecondary institution coordination and collaboration .....	4
4. Section 1007.23, FS – Statewide articulation agreement .....	5
5. Section 1007.24, FS – Statewide course numbering system.....	7
6. Section 1007.25, FS – General education courses; common prerequisites; and other degree requirements .....	10
7. Section 1007.27, FS – Articulated acceleration mechanisms .....	14
8. Section 1007.28, FS – Computer-assisted student advising system .....	17
9. Rule 6A-10.024, FAC – Articulation Between and Among Universities, Community Colleges, and School Districts.....	18
10 Florida Board of Governors Resolution.....	27

**ACC Charge from Joint Board Initiative  
State Board of Education & Board of Governors  
April 2010**

The State Board of Education and the Board of Governors recognize that the Articulation Coordinating Committee (ACC) plays a valuable role in fostering collaboration between all education sectors, both public and private. Therefore, as an established K-20 advisory body, the ACC is uniquely positioned to make policy recommendations that facilitate maximum coordination and adherence to statute as well as to the state's higher education strategic goals.

Because of the composition and the knowledge of this group, the ACC is the ideal group to assist in a joint planning effort initiated by the BOG and SBE. Specifically, the ACC is being asked to review current policies, rules and/or practices pertinent to the ability of students to move efficiently toward their degree goals through the postsecondary institutions of Florida. Such review should identify any policies, rules or practices that should be changed to eliminate or reduce impediments that hinder student access or success. The recommendations from the ACC on how to improve an already excellent articulation system will materially assist the joint planning effort that is underway. There is a scheduled workshop of the ACC in May and a report from the committee should be made by the end of June.

#### **1004.015 Higher Education Coordinating Council.—**

(1) The Higher Education Coordinating Council is created for the purposes of identifying unmet needs and facilitating solutions to disputes Ch. 2010-78 LAWS OF FLORIDA Ch. 2010-78 regarding the creation of new degree programs and the establishment of new

institutes, campuses, or centers.

(2) Members of the council shall include:

(a) The Commissioner of Education.

(b) The Chancellor of the State University System.

(c) The Chancellor of the Florida College System.

(d) The executive director of the Commission for Independent Education.

(e) The president of the Independent Colleges and Universities of Florida.

(f) Two representatives of the business community, one appointed by the President of the Senate and one appointed by the Speaker of the House of Representatives, who are committed to developing and enhancing world class workforce infrastructure necessary for Florida's citizens to compete and prosper in the ever-changing economy of the 21st century.

(3) The council shall serve as an advisory board to the Legislature, the State Board of Education, and the Board of Governors. Recommendations of the council shall be consistent with the following guiding principles:

(a) To achieve within existing resources a seamless academic educational system that fosters an integrated continuum of kindergarten through graduate school education for Florida's students.

(b) To promote consistent education policy across all educational delivery systems, focusing on students.

(c) To promote substantially improved articulation across all educational delivery systems.

(d) To promote a system that maximizes educational access and allows the opportunity for a high-quality education for all Floridians.

(e) To promote a system of coordinated and consistent transfer of credit and data collection for improved accountability purposes between the educational delivery systems.

(4) The Board of Governors shall provide administrative support for the council.

**1007.22 Articulation; postsecondary institution coordination and collaboration.--**

(1) The university boards of trustees, community college boards of trustees, and district school boards are encouraged to establish intrainstitutional and interinstitutional programs to maximize articulation. Programs may include upper-division-level courses offered at the community college, distance learning, transfer agreements that facilitate the transfer of credits between public and nonpublic postsecondary institutions, and the concurrent enrollment of students at a community college and a state university to enable students to take any level of baccalaureate degree coursework.

(2) The levels of postsecondary education shall collaborate in further developing and providing articulated programs in which students can proceed toward their educational objectives as rapidly as their circumstances permit. Time-shortened educational programs, as well as the use of acceleration mechanisms, shall include, but not be limited to, the International Baccalaureate, Advanced International Certificate of Education, credit by examination or demonstration of competency, advanced placement, early admissions, and dual enrollment.

(3) Public postsecondary educational institutions serving the same students in a geographic and service area are encouraged to establish appropriate interinstitutional mechanisms to achieve cooperative planning and delivery of academic programs and related services, share a high-cost instructional facility and equipment, coordinate credit and noncredit outreach activities, have access to each other's library and media holdings and services, and provide cooperative campus activities and consultative relationships for the discussion and resolution of interinstitutional issues and problems which discourage student access or transfer.

(4) Public postsecondary education institutions are encouraged to include independent colleges and universities and industries within their service areas in mutual planning of a comprehensive, complementary, cost-effective array of undergraduate and beginning graduate programs of study to serve that geographic area.

**History.--**s. 347, ch. 2002-387; s. 3, ch. 2005-196; s. 112, ch. 2007-217.

### **1007.23 Statewide articulation agreement.--**

(1) The State Board of Education and the Board of Governors shall enter into a statewide articulation agreement which the State Board of Education shall adopt by rule. The agreement must preserve Florida's "2+2" system of articulation, facilitate the seamless articulation of student credit across and among Florida's educational entities, and reinforce the provisions of this chapter by governing:

- (a) Articulation between secondary and postsecondary education;
- (b) Admission of associate in arts degree graduates from community colleges and state universities;
- (c) Admission of applied technology diploma program graduates from community colleges or career centers;
- (d) Admission of associate in science degree and associate in applied science degree graduates from community colleges;
- (e) The use of acceleration mechanisms, including nationally standardized examinations through which students may earn credit;
- (f) General education requirements and statewide course numbers as provided for in ss. [1007.24](#) and [1007.25](#); and
- (g) Articulation among programs in nursing.

(2)(a) The articulation agreement must specifically provide that every associate in arts graduate of a Florida college shall have met all general education requirements and must be granted admission to the upper division of a:

1. State university, except for a limited access or teacher certification program or a major program requiring an audition.
2. Florida college if it offers baccalaureate degree programs, except for a limited access or teacher certification program or a major program requiring an audition.

(b) Florida college associate in arts graduates shall receive priority for admission to the upper division of a Florida college or to a state university over out-of-state students. Orientation programs, catalogs, and student handbooks provided to freshman enrollees and transfer students at Florida colleges and state universities must include an explanation of this provision of the articulation agreement.

(3) The articulation agreement must guarantee the statewide articulation of appropriate workforce development programs and courses between school

districts and community colleges and specifically provide that every applied technology diploma graduate must be granted the same amount of credit upon admission to an associate in science degree or associate in applied science degree program unless it is a limited access program. Preference for admission must be given to graduates who are residents of Florida.

(4) The articulation agreement must guarantee the statewide articulation of appropriate courses within associate in science degree programs to baccalaureate degree programs. Courses within an associate in applied science degree program may articulate into a baccalaureate degree program on an individual or block basis as authorized in local interinstitutional articulation agreements.

(5) The articulation agreement must guarantee the articulation of 9 credit hours toward a postsecondary degree in early childhood education for programs approved by the State Board of Education and the Board of Governors which:

(a) Award a child development associate credential issued by the National Credentialing Program of the Council for Professional Recognition or award a credential approved under s. [1002.55\(3\)\(c\)1.b.](#) or s. [402.305\(3\)\(c\)](#) as being equivalent to the child development associate credential; and

(b) Include training in emergent literacy which meets or exceeds the minimum standards for training courses for prekindergarten instructors of the Voluntary Prekindergarten Education Program in s. [1002.59](#).

**History.**--s. 348, ch. 2002-387; s. 105, ch. 2004-357; s. 15, ch. 2004-484; s. 113, ch. 2007-217; s. 6, ch. 2009-228.

#### **1007.24 Statewide course numbering system.--**

(1) The Department of Education, in conjunction with the Board of Governors, shall develop, coordinate, and maintain a statewide course numbering system for postsecondary and dual enrollment education in school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions that will improve program planning, increase communication among all delivery systems, and facilitate student acceleration and the transfer of students and credits between public school districts, public postsecondary educational institutions, and participating nonpublic educational institutions. The continuing maintenance of the system shall be accomplished with the assistance of appropriate faculty committees representing public and participating nonpublic educational institutions.

(2) The Commissioner of Education, in conjunction with the Chancellor of the State University System, shall appoint faculty committees representing faculties of participating institutions to recommend a single level for each course, including postsecondary career education courses, included in the statewide course numbering system.

(a) Any course designated as an upper-division-level course must be characterized by a need for advanced academic preparation and skills that a student would be unlikely to achieve without significant prior coursework.

(b) A course that is offered as part of an associate in science degree program and as an upper-division course for a baccalaureate degree shall be designated for both the lower and upper division.

(c) A course designated as lower-division may be offered by any community college.

(3) The Commissioner of Education shall recommend to the State Board of Education the levels for the courses. The State Board of Education, with input from the Board of Governors, shall approve the levels for the courses.

(4) The statewide course numbering system shall include the courses at the recommended levels.

(5) The registration process at each state university and community college shall include the courses at their designated levels and statewide course number.

(6) Nonpublic colleges and schools that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and are either eligible to participate in the William L. Boyd, IV, Florida Resident Access Grant or have been issued a regular license pursuant to s. [1005.31](#), may participate in the statewide course numbering system pursuant to

this section. Participating colleges and schools shall bear the costs associated with inclusion in the system and shall meet the terms and conditions for institutional participation in the system. The department shall adopt a fee schedule that includes the expenses incurred through data processing, faculty task force travel and per diem, and staff and clerical support time. Such fee schedule may differentiate between the costs associated with initial course inclusion in the system and costs associated with subsequent course maintenance in the system. Decisions regarding initial course inclusion and subsequent course maintenance must be made within 360 days after submission of the required materials and fees by the institution. The Department of Education may select a date by which colleges must submit requests for new courses to be included, and may delay review of courses submitted after that date until the next year's cycle. Any college that currently participates in the system, and that participated in the system prior to July 1, 1986, shall not be required to pay the costs associated with initial course inclusion in the system. Fees collected for participation in the statewide course numbering system pursuant to the provisions of this section shall be deposited in the Institutional Assessment Trust Fund. Any nonpublic, nonprofit college or university that is eligible to participate in the statewide course numbering system shall not be required to pay the costs associated with participation in the system. No college or school shall record student transcripts or document courses offered by the college or school in accordance with this subsection unless the college or school is actually participating in the system pursuant to rules of the State Board of Education. Any college or school deemed to be in violation of this section shall be subject to the provisions of s. [1005.38](#).

(7) Any student who 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 shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty committees representing school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions 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 Department of Education shall ensure that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.



(8) The State Board of Education shall adopt rules that provide for the conduct of regularly scheduled purges of courses that are listed in the statewide course numbering system but have not been taught at an institution for the preceding 5 years. These rules must include waiver provisions that allow course continuation if an institution has reasonable cause for having not offered a course within the 5-year limit and an expectation that the course will be offered again within the following 5 years.

**History.**--s. 350, ch. 2002-387; s. 106, ch. 2004-357; s. 114, ch. 2007-217.

**1007.25 General education courses; common prerequisites; and other degree requirements.--**

- (1) The department shall identify the degree programs offered by public postsecondary educational institutions.
- (2) The department shall identify postsecondary career education programs offered by community colleges and district school boards. The department shall also identify career courses designated as college credit courses applicable toward a career education diploma or degree. Such courses must be identified within the statewide course numbering system.
- (3) The department shall identify those courses that meet general education requirements within the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. The courses shall be identified by their statewide course code number. All public postsecondary educational institutions shall accept these general education courses.
- (4) The department shall identify those courses offered by universities and accepted for credit toward a degree. The department shall identify courses designated as either general education or required as a prerequisite for a degree. The courses shall be identified by their statewide course number.
- (5) The department shall identify common prerequisite courses and course substitutions for degree programs across all institutions. Common degree program prerequisites shall be offered and accepted by all state universities and community colleges, except in cases approved by the State Board of Education for community colleges and the Board of Governors for state universities. The department shall develop a centralized database containing the list of courses and course substitutions that meet the prerequisite requirements for each baccalaureate degree program.
- (6) The boards of trustees of the community colleges shall identify their core curricula, which shall include courses required by the State Board of Education. The boards of trustees of the state universities shall identify their core curricula, which shall include courses required by the Board of Governors. The universities and community colleges shall work with their school districts to assure that high school curricula coordinate with the core curricula and to prepare students for college-level work. Core curricula for associate in arts programs shall be adopted in rule by the State Board of Education and shall include 36 semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences.
- (7) An associate in arts degree shall require no more than 60 semester hours of college credit, including 36 semester hours of general education coursework. Except for college-preparatory coursework required pursuant to s. [1008.30](#), all

required coursework shall count toward the associate in arts degree or the baccalaureate degree.

(8) A baccalaureate degree program shall require no more than 120 semester hours of college credit, including 36 semester hours of general education coursework, unless prior approval has been granted by the Board of Governors for baccalaureate degree programs offered by state universities and by the State Board of Education for baccalaureate degree programs offered by community colleges.

(9) A student who received an associate in arts degree for successfully completing 60 semester credit hours may continue to earn additional credits at a community college. The university must provide credit toward the student's baccalaureate degree for an additional community college course if, according to the statewide course numbering, the community college course is a course listed in the university catalog as required for the degree or as prerequisite to a course required for the degree. Of the courses required for the degree, at least half of the credit hours required for the degree shall be achievable through courses designated as lower division, except in degree programs approved by the State Board of Education for programs offered by community colleges and by the Board of Governors for programs offered by state universities.

(10) Students at state universities may request associate in arts certificates if they have successfully completed the minimum requirements for the degree of associate in arts (A.A.). The university must grant the student an associate in arts degree if the student has successfully completed minimum requirements for college-level communication and computation skills adopted by the State Board of Education and 60 academic semester hours or the equivalent within a degree program area, with 36 semester hours in general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, consistent with the general education requirements specified in the articulation agreement pursuant to s. [1007.23](#).

(11) The Commissioner of Education shall appoint faculty committees representing both community college and public school faculties to recommend to the commissioner for approval by the State Board of Education a standard program length and appropriate occupational completion points for each postsecondary career certificate program, diploma, and degree offered by a school district or a community college.

(12)(a) A public postsecondary educational institution may not confer an associate in arts or baccalaureate degree upon any student who fails to successfully complete one of the following requirements:

1. Achieve a score that meets or exceeds a minimum score on a nationally standardized examination, as established by the State Board of Education in conjunction with the Board of Governors; or
2. Demonstrate successful remediation of any academic deficiencies and achieve a cumulative grade point average of 2.5 or above, on a 4.0 scale, in postsecondary-level coursework identified by the State Board of Education in conjunction with the Board of Governors. The Department of Education shall specify the means by which a student may demonstrate successful remediation.

(b) Any student who, in the best professional opinion of the postsecondary educational institution, has a specific learning disability such that the student cannot demonstrate successful mastery of one or more of the authorized examinations but is achieving at the college level in every area despite his or her disability, and whose diagnosis indicates that further remediation will not succeed in overcoming the disability, may appeal through the appropriate dean to a committee appointed by the president or the chief academic officer for special consideration. The committee shall examine the evidence of the student's academic and medical records and may hear testimony relevant to the case. The committee may grant a waiver for one or more of the authorized examinations based on the results of its review.

(c) Each public postsecondary educational institution president shall establish a committee to consider requests for waivers from the requirements in paragraph (a). The committee shall be chaired by the chief academic officer of the institution and shall have four additional members appointed by the president as follows:

1. One faculty member from the mathematics department;
2. One faculty member from the English department;
3. The institutional test administrator; and
4. One faculty member from a department other than English or mathematics.

(d) Any student who has taken the authorized examinations and has not achieved a passing score, but has otherwise demonstrated proficiency in coursework in the same subject area, may request a waiver from the examination requirement. Waivers shall be considered only after students have been provided test accommodations or other administrative adjustments to permit the accurate measurement of the student's proficiency in the subject areas measured by the authorized examinations. The committee shall consider the student's educational records and other evidence as to whether the student should be able to pass the authorized examinations. A waiver may be recommended to the president upon a majority vote of the committee. The president may approve or disapprove the recommendation. The president may not approve a request that the committee

has disapproved. If a waiver is approved, the student's transcript shall include a statement that the student did not meet the requirements of this subsection and that a waiver was granted.

**History.**--s. 351, ch. 2002-387; s. 107, ch. 2004-357; s. 115, ch. 2007-217; s. 20, ch. 2009-59.

### **1007.27 Articulated acceleration mechanisms.--**

(1) It is the intent of the Legislature that a variety of articulated acceleration mechanisms be available for secondary and postsecondary students attending public educational institutions. It is intended that articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. Articulated acceleration mechanisms shall include, but not be limited to, dual enrollment as provided for in s. [1007.271](#), early admission, advanced placement, credit by examination, the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

(2) The Department of Education shall identify the minimum scores, maximum credit, and course or courses for which credit is to be awarded for each College Level Examination Program (CLEP) general examination, CLEP subject examination, College Board Advanced Placement Program examination, and International Baccalaureate examination. In addition, the department shall identify such courses in the general education core curriculum of each state university and community college.

(3) Each community college and state university must award credit for specific courses for which competency has been demonstrated by successful passage of one of the examinations in subsection (2) unless the award of credit duplicates credit already awarded. Community colleges and state universities may not exempt students from courses without the award of credit if competencies have been so demonstrated.

(4) It is the intent of the Legislature to provide articulated acceleration mechanisms for students who are in home education programs, as defined in s. [1002.01](#), consistent with the educational opportunities available to public and private secondary school students. Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of s. [1002.41](#).

(5) Early admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition, and laboratory fees.

(6) Advanced placement shall be the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board. Postsecondary credit for an advanced placement course shall be limited to students who score a minimum of 3, on a 5-point scale, on the corresponding Advanced Placement Examination. The specific courses for which students receive such credit shall be identified in the statewide articulation agreement required by s. [1007.23](#)(1). Students of Florida public secondary schools enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

(7) Credit by examination shall be the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on nationally standardized general or subject-area examinations. For the purpose of statewide application, such examinations and the corresponding minimum scores required for an award of credit shall be delineated by the State Board of Education and the Board of Governors in the statewide articulation agreement required by s. [1007.23](#)(1). The maximum credit generated by a student pursuant to this subsection shall be mitigated by any related postsecondary credit earned by the student prior to the administration of the examination. This subsection shall not preclude community colleges and universities from awarding credit by examination based on student performance on examinations developed within and recognized by the individual postsecondary institutions.

(8) The International Baccalaureate Program shall be the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement required by s. [1007.23](#)(1) the cutoff scores and International Baccalaureate Examinations which will be used to grant postsecondary credit at community colleges and universities. Any changes to the articulation agreement, which have the effect of raising the required cutoff score or of changing the International Baccalaureate Examinations which will be used to grant postsecondary credit, shall only apply to students taking International Baccalaureate Examinations after such changes are adopted by the State Board of Education and the Board of Governors. Students shall be awarded a maximum of 30 semester credit hours pursuant to this subsection. The specific course for which a student may receive such credit shall be specified in the statewide articulation agreement required by s. [1007.23](#)(1). Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

(9) The Advanced International Certificate of Education Program and the International General Certificate of Secondary Education (pre-AICE) Program

shall be the curricula in which eligible secondary students are enrolled in programs of study offered through the Advanced International Certificate of Education Program or the International General Certificate of Secondary Education (pre-AICE) Program administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement required by s. [1007.23](#)(1) the cutoff scores and Advanced International Certificate of Education examinations which will be used to grant postsecondary credit at community colleges and universities. Any changes to the cutoff scores, which changes have the effect of raising the required cutoff score or of changing the Advanced International Certification of Education examinations which will be used to grant postsecondary credit, shall apply to students taking Advanced International Certificate of Education examinations after such changes are adopted by the State Board of Education and the Board of Governors. Students shall be awarded a maximum of 30 semester credit hours pursuant to this subsection. The specific course for which a student may receive such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled in either program of study pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations regardless of whether the student achieves a passing score on the examination.

(10) Any student who earns 9 or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

**History.**--s. 356, ch. 2002-387; s. 6, ch. 2003-8; s. 167, ch. 2004-5; s. 108, ch. 2004-357; s. 5, ch. 2005-196; s. 120, ch. 2007-217.



**1007.28 Computer-assisted student advising system.**--The Department of Education, in conjunction with the Board of Governors, shall establish and maintain a single, statewide computer-assisted student advising system, which must be an integral part of the process of advising, registering, and certifying students for graduation and must be accessible to all Florida students. The state universities and community colleges shall interface institutional systems with the computer-assisted advising system required by this section. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement required by s. [1007.23](#)(1) the roles and responsibilities of the department, the state universities, and the community colleges in the design, implementation, promotion, development, and analysis of the system. The system shall consist of a degree audit and an articulation component that includes the following characteristics:

(1) The system shall constitute an integral part of the process of advising students and assisting them in course selection. The system shall be accessible to students in the following ways:

(a) A student must be able to access the system, at any time, to identify course options that will meet the requirements of a selected path toward a degree.

(b) A status report from the system shall be generated and sent with each grade report to each student enrolled in public postsecondary educational institutions with a declared major.

(2) The system shall be an integral part of the registration process at public postsecondary educational institutions. As part of the process, the system shall:

(a) Provide reports that document each student's status toward completion of a degree.

(b) Verify that a student has completed requirements for graduation.

(3) The system must provide students information related to career descriptions and corresponding educational requirements, admissions requirements, and available sources of student financial assistance. Such advising must enable students to examine their interests and aptitudes for the purpose of curricular and career planning.

(4) The system must provide management information to decisionmakers, including information relating student enrollment patterns and course demands to plans for corresponding course offerings and information useful in planning the student registration process.

**History.**--s. 359, ch. 2002-387; s. 121, ch. 2007-217.

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

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.

(1) Each state university board of trustees, community college board of trustees, and district school board shall plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit. State universities, community colleges, and school districts shall exchange ideas in the development and improvement of general education, and in the development and implementation of student acceleration mechanisms. They shall establish joint programs and agreements to facilitate articulation, acceleration, and efficient use of faculty, equipment, and facilities.

(2) Articulation Coordinating Committee. The Commissioner shall establish an Articulation Coordinating Committee which shall report to the Commissioner and consist of eighteen (18) members. The committee shall have four (4) standing members from the Department of Education to represent the state university system, the community college system, public workforce education, and the public pre-K-12 schools. Fourteen (14) are appointed by the Commissioner for two-year terms: three (3) members representing the state university system; three (3) members representing the state community college system; one (1) member representing career education; three (3) members representing public schools; two (2) members representing nonpublic postsecondary institutions; one (1) member representing nonpublic secondary education; and one (1) member representing students. The Commissioner will appoint a chair from the membership. Ten members of the committee shall constitute a quorum. No business may be transacted at any meeting unless a quorum is present. The Committee shall:

(a) Function as the statewide pre-kindergarten through university advisory committee and accept continuous responsibility for community college-university-school district relationships.

(b) Develop suggested guidelines for interinstitutional agreements between and among public schools, community colleges, and universities to facilitate interaction, articulation, acceleration, and the efficient use of faculty, equipment, and facilities.

(c) Establish groups of university-community college-school district representatives to facilitate articulation in subject areas.

(d) Conduct a continuing review of the provisions of this rule and make recommendations to the State Board of Education and the Board of Governors for revisions.

(e) Review instances of student transfer and admissions difficulties among

universities, community colleges, and public schools. Decisions shall be advisory to the institutions concerned.

(f) Examine statewide data regarding articulation, recommend resolutions of issues, and propose policies and procedures to improve articulation systemwide.

(g) Recommend the priority to be given research conducted cooperatively by the Department of Education with individual institutions. Such research shall be encouraged and conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Research findings shall be used to evaluate current policies, programs, and procedures.

(h) Review and make recommendations to institutions for experimental programs which vary from official transfer policy.

(i) Collect and disseminate information on successful cooperative programs between and among educational institutions.

(j) Establish and maintain a standard format to record the performance and credits of postsecondary students. Each such transcript shall include all courses in which a student enrolls each term, the status in each course at the end of each term, all grades and credits awarded, College-Level Academic Skills Test scores, and a statement explaining the grading policy of the institution. The Articulation Coordinating Committee shall collaborate with the Division of Public Schools in the development of a standard format on which district school systems shall record the performance and credits of students.

(k) Document, maintain and publish a current listing of limited access, capstone, and career ladder degree programs.

(l) Document, maintain, and publish the statewide associate in science to bachelor of arts/bachelor of science articulation agreements between the community colleges and the state universities. The agreements must be consistent with the policies of the Board of Governors and the State Board of Education and shall be reviewed by the Department of Education.

(m) Document, maintain, and publish statewide applied technology diploma to associate in applied science/associate in science degree articulation agreements between the career education centers and the community colleges.

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

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

(3) General education.

(a) Each public postsecondary institution shall establish a general education core curriculum, which shall require thirty-six (36) semester hours of communication, mathematics, social sciences, humanities, and natural sciences for students working toward a baccalaureate degree.

(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 postsecondary institutions. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education core curriculum, regardless of whether the

associate degree is conferred, no other public postsecondary institution to which he or she may transfer shall require any further such general education courses.

(c) If a student does not complete a general education core curriculum prior to transfer, the general education requirement becomes the responsibility of the new institution.

(4) Associate in Arts (A.A.) Degree. The associate in arts degree is the basic transfer degree of the community colleges. It is the primary basis for admission of transfer students from community colleges to upper division study in a state university. Every associate in arts graduate of a Florida community college shall be granted admission to an upper division program consistent with Section 1007.23, Florida Statutes. Admission to the student's preferred public postsecondary institution or program is not guaranteed. The associate in arts degree shall be awarded upon:

(a) Completion of 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 thirty-six (36) semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences with the remaining twenty-four (24) semester hours consisting of appropriate common program prerequisite courses and electives.

(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 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. The 60 hours that comprise a completed Associate in Arts degree shall be accepted in total upon transfer to an upper division program at another public postsecondary institution.

(c) Completion of the requirements for English and mathematics courses adopted by the State Board of Education in Rule 6A-10.030, F.A.C., and the Board of Governors; and

(d) Achievement of the minimum standards for college-level communication and computation skills adopted by the State Board of Education in Rule 6A-10.0312, F.A.C., and the Board of Governors.

(5) Associate in Science (A.S.) Degree. The associate in science degree is the career education degree of the community colleges. It is a two-year degree intended to prepare students for the workforce.

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

1. Completion of the minimum number of semester hours of college credit courses in an established program of study as required in subsection 6A-14.030(2), F.A.C.

2. Completion of a minimum of fifteen semester hours in the general education core curriculum in the subject areas of communication, mathematics,

social sciences, humanities, and natural sciences which meet the Southern Association of College and Schools Commission on Colleges criteria. English and math courses must meet the requirements adopted by the State Board of Education in Rule 6A-10.030, F.A.C., and the Board of Governors. No physical education credit will be included in the general education block of credit.

3. General education courses not taught in accordance with the Southern Association of Colleges and Schools Commission on Colleges criteria for programs designed for college transfer shall not be included in the associate in science degree.

(b) Appropriate courses within associate in science degree programs will articulate to baccalaureate degree programs.

1. Achievement of the minimum standards adopted by the State Board of Education in Rule 6A-10.0312, F.A.C., and the Board of Governors, will be required by the time the student earns 36 semester hours at the senior institution in upper division work.

2. Completion of common prerequisites will be required for the baccalaureate degree or as otherwise outlined in program-specific statewide agreements.

3. Courses taken as part of the associate in science degree to meet the general education requirements will transfer and apply toward the 36 credit hours required for the baccalaureate degree. No additional general education credit hours can be required except to complete the total 36 general education hours.

(c) Capstone Degree Articulation Agreement. A capstone agreement that is entered into by a specific public or private postsecondary institution provides for the acceptance of a specific associate in science degree from any Florida community college and applies it as a block of credit toward a specified baccalaureate degree. The quality and content of the associate in science degree is respected as the technical component of the baccalaureate degree and the remainder of the program is designed to complete general education requirements and provide management skills to assist in job progression. Every associate in science degree graduate of a Florida community college program that articulates with a capstone degree program in a specific Florida public or private postsecondary institution shall be guaranteed admission to that program except for limited access programs and those requiring specific grades on particular courses for admission. All associate in science degree graduates who articulate under the capstone agreement shall be treated equally, regardless of the community colleges from which they receive their degrees. The general education component of the associate in science degree shall be accepted in total as a portion of the general education requirement upon transfer to the capstone program in a specific Florida public or private postsecondary institution.

(d) Career Ladder Degree Articulation Agreement. The Career Ladder agreement integrates specific associate in science degree programs with identified baccalaureate degree programs statewide. Each associate in science degree program must meet specific requirements as prescribed in the agreement and public postsecondary institutions are required to honor the transfer of credit toward the specified baccalaureate degree. Graduates of a Florida community college associate in science degree program with an agreement that is

documented and maintained by the Articulation Coordinating Committee shall be granted admission to a public postsecondary institution in the program designated to articulate with their degree, except for limited access programs and those requiring specific grades on particular courses for admission. Admission to the student's preferred public postsecondary institution is not guaranteed. Each State University System institution shall develop admissions criteria to ensure that associate in science degree students are evaluated on an equal basis with associate in arts degree graduates and native university students for admission into Career Ladder programs designated as limited access and those requiring specific grades on particular courses for admission.

1. The associate in science degree shall be awarded based on all of the requirements contained in paragraph (5)(a) of this rule and in accordance with the articulation agreement provisions maintained by the Articulation Coordinating Committee.

2. The statewide associate in science to baccalaureate degree program articulation agreements between public postsecondary institutions shall be documented and maintained by the Articulation Coordinating Committee. The Department of Education, in consultation with institutions, shall review periodically, as necessary, but no more than once a year, the provisions of the state articulation agreements and the prescribed curricula to ensure the continued effectiveness of the articulation between the A.S. and B.A./B.S. programs. Any recommendations for revisions to the state articulation agreements will be forwarded to the Articulation Coordinating Committee for review. The revisions may be approved after the Board of Governors and the State Board of Education make independent determinations that the recommended revisions are consistent with board policies.

(6) Applied Technology Diploma (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 credit or college credit.

(a) Students must have a high school diploma, a high school equivalency diploma, or a certificate of completion pursuant to Section 1003.433(2)(b), Florida Statutes; or in the case of a student who is home educated, a signed affidavit submitted by the student's parent or legal guardian attesting that the student has completed a home education program pursuant to the requirements of Section 1002.41, 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, F.A.C., and, if below minimum standards for completion from the program as defined in the program standards document adopted in Rule 6A-6.0571, F.A.C., must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of any basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the Applied Technology Diploma.

(b) Community colleges may offer either college or career credit toward the applied technology diploma. Career centers may offer only career credits.

(c) All faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program area as defined by the Southern Association of Colleges and Schools.

(d) The information related to the guaranteed transfer of credit between an applied technology diploma program and associate in science or an associate in applied science degree must be documented and maintained by the Articulation Coordinating Committee. The documentation shall include the following:

1. The total number of clock or credit hours within the program.
2. The associate in science or associate in applied science degree into which the applied technology diploma is guaranteed to transfer.
3. The number of college credit hours guaranteed to transfer.
4. An effective date.

(e) The transfer of the applied technology diploma to an associate in science or associate in applied science degree is guaranteed for a period of three (3) years following the date of the award of the applied technology diploma.

(f) Applied technology diploma students entering an associate degree program shall meet the admissions standards stipulated in Section 1007.263, Florida Statutes. Additional admissions requirements for limited access programs may be established by the community college boards of trustees.

(7) Credit by examination.

(a) General Provisions.

1. For examination programs listed in paragraphs (b) through (h), examination specifications and content information shall be submitted to the Statewide Course Numbering System for course equivalency recommendations.

2. 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.

3. Transfer of credit by examination is guaranteed for up to forty-five (45) credits, provided that credit was awarded in accordance with the Articulation Coordinating Committee's recommended minimum scores and course equivalents.

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

5. Credit by examination may not duplicate credit previously earned through postsecondary courses or through examination.

6. No grades or grade points shall be assigned for credit by examination.

7. Institutions may award credit for examinations that are not listed in this rule or that do not have recommended course equivalents, minimum scores, and maximum credits. Acceptance of transfer credit so awarded is at the discretion of the receiving institution.

(b) College Level Examination Program (CLEP) of the College Board.

1. The transfer of credit awarded on the basis of scores achieved on

examinations in the College Level Examination Program is protected by this rule only for examinations taken in an administration authorized by CLEP.

2. For examinations taken after July 2001, transfer of credit is mandatory for all CLEP examinations. For all CLEP examinations, credit must be awarded at a minimum in accordance with the credit-by-examination equivalencies determined by the Articulation Coordinating Committee.

3. For examinations taken prior to July 1, 2001, transfer of credit under the terms of this rule is mandatory provided that the award of credit is consistent with the CLEP recommendations or scaled scores determined to represent student achievement at or above the fiftieth (50) percentile on the combined men-women sophomore norms in use prior to 1978, with no letter grade or grade points assigned.

(c) College Board Advanced Placement Program (AP). For all AP examinations, credit must be awarded at a minimum in accordance with the credit-by-examination equivalencies determined by the Articulation Coordinating Committee. Transfer of Advanced Placement credit under terms of this rule is also mandatory, provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.

(d) International Baccalaureate (IB) Diploma Program. For all IB examinations, credit must be awarded at a minimum in accordance with the credit-by-examination equivalencies determined by the Articulation Coordinating Committee. Transfer of International Baccalaureate credit under terms of this rule is also mandatory, provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.

The award of credit for students who completed IB Diploma program examinations before April 1993 shall be determined by the public postsecondary institution.

(e) Advanced International Certificate of Education Program (AICE). Transfer of Advanced International Certificate of Education credit under terms of this rule is mandatory, provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and the statutory maximum amount of 30 credits.

(f) Excelsior College Examinations, formerly known as the Regents College Examinations or the Proficiency Examination Program (PEP). Transfer of credit under terms of this rule is mandatory provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.

(g) Defense Activity of Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSSTs). Transfer of credit under terms of this rule is mandatory provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.

(h) United States Armed Forces Institute (USAFI). The award of credits for



students who successfully completed USAFI courses or exams before 1974 shall be determined by the public postsecondary institution.

(8) Pre-professional course responsibility. Lower division programs in state universities and community colleges may offer introductory courses to enable students to explore the principal professional specializations available at the baccalaureate level. Such courses shall be adequate in content to count toward the baccalaureate for students continuing in such specialization. However, deciding major course requirements for a baccalaureate, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the baccalaureate degree.

(9) Limited access programs. Community college and state university transfer students shall have the same opportunity to enroll in baccalaureate limited access programs as native students. Baccalaureate limited access program selection and enrollment criteria shall be established and published in catalogs, counseling manuals, and other appropriate publications. A list of limited access programs shall be filed annually with the Articulation Coordinating Committee.

(10) 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) 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 specified.

(12) The Department and all public universities, community colleges, and school districts shall maintain the electronic exchange of student transcripts and associated educational records, including acquisition of and access to test scores of students in the standard format established by the ACC.

(13) All postsecondary courses offered for college credit, career credit, college preparatory credit, or career-preparatory credit as they are defined in Rule 6A-10.033, F.A.C., shall be entered in the statewide course numbering system. Each course shall be assigned a single prefix and a single identifying number in the course numbering system.

(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.

*Specific Authority 1001.02(2)(n), 1007.23(1), 1007.27(9) FS. Law Implemented 1007.01(2), 1007.23(1), 1007.27(9) FS. History—New 5-5-75, Amended 10-7-75, 6-8-76, 8-22-77, 12-26-77, 3-28-78, 5-10-78, 7-2-79, 2-27-80, 5-27-81, 1-6-83, 4-5-83, 6-28-83, 1-9-85, Formerly 6A-10.24, Amended 8-4-86, 5-18-88, 5-29-90, 7-30-91, 10-4-93, 5-3-94, 1-2-95, 9-30-96, 6-15-98, 12-13-99, 8-14-00, 10-15-01, 9-22-03, 12-18-05.*

## Florida Board of Governors

### RESOLUTION

WHEREAS, the voters of the State of Florida passed Amendment 11 to Article IX, Section 7 of the Florida Constitution, thereby creating the Board of Governors; and

WHEREAS, the Board of Governors shall operate, regulate, control, and be fully responsible for the management of the State University System of Florida; and

WHEREAS, the Board of Governors' responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs; and

WHEREAS, the administrative rules of the State Board of Education address articulation policies and guidelines pursuant to Section 1007.01, Florida Statutes; and

WHEREAS, the Board of Governors recognizes the need to coordinate the adoption of rules and policies that have an impact on multiple educational sectors with the State Board of Education;

NOW THEREFORE, BE IT RESOLVED that the Board of Governors hereby adopts the following State Board of Education rules with the noted technical changes:

- 6A-10.019, Required Annual Calendar for Schools and Colleges;
- 6A-10.024, Articulation Between and Among State Universities, Community Colleges, and School Districts;
- 6A-10.02412, Foreign Language Competence and Equivalence;
- 6A-10.0242, Procedures for Determining the Level At Which Courses Shall Be Classified;
- 6A.10.030, Other Assessment Procedures for College-Level Communication and Computation Skills;
- 6A-10.033, Postsecondary Credit Definitions;
- 6A-10.0331, Deletion of Courses from Catalogs and Statewide Course Numbering System;
- 6A-10.038, Postsecondary Feedback of Student Information to High Schools;

- 6A-10.041, Substitution for Requirements for Eligible Disabled Students at State Universities, Community Colleges, and Postsecondary Vocational Institutions; and
  - 6A-10.043, Nonpublic College Participation in the Statewide Course Numbering System.
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### **6A-10.019 Required Annual Calendar for Schools and Colleges.**

Each district school board, each community college district board of trustees, and each university board of trustees shall, prior to the beginning of each fiscal year, adopt an annual calendar which shall be observed by all schools or post-high school educational institutions operated by said board.

- (1) Each board shall adopt a calendar that supports the following objectives:
- (a) Minimal loss of time between student exit from one public institution and entry into another. Students who complete a phase of their education in one public institution and who need to transfer to another public institution to continue their education should be able to do so without prolonged delay.
  - (b) Opportunity for students to move through the educational system at their respective paces. Calendars should not be based on the assumption that all students will initiate and complete learning activities at the same pace.
  - (c) Opportunity for school personnel to utilize in-service and continuing education.
  - (d) Opportunity for effective and efficient utilization of resources. School plants and school personnel should not have prolonged periods during which they are idle.
  - (e) Opportunity for family activities.
  - (f) Flexibility in implementation of calendar decisions.

(2) The calendar adopted by each community college board of trustees and each university board of trustees shall include at least the following statewide requirements:

(a) Unless an exception is granted by the Department of Education or the Board of Governors Office, as appropriate, three (3) common entry periods shall be established so that the first day of classes will fall within each of the three (3) periods listed below:

1. The first three (3) weekdays after August 22.
2. The first three (3) weekdays after January 4.

3. The first three (3) weekdays after May 5.

(b) In addition to the three (3) common entry periods prescribed in this section, each calendar shall include the following:

1. Pre-established dates for issuing certificates, diplomas, or degrees which will permit students to utilize the entry period which minimizes the loss of time to students in completing the transfer between programs or institutions.
2. A summer program for teachers and other school personnel scheduled to begin no earlier than June 15 and close no later than August 15; provided, however, that this requirement shall apply only to each postsecondary educational institution offering programs for in-service teachers.
3. As many additional periods throughout the fiscal year in which a student can begin a program as can be feasibly provided.

(3) An official copy of the annual calendar adopted by each school board, community college board of trustees, and the university board of trustees for each school or institution operated by said boards shall be filed with the Department or the Board of Governors Office in the manner prescribed by the Commissioner or the Chancellor of the State University System, as appropriate.

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

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.

(1) Each state university board of trustees, community college board of trustees, and district school board shall plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit. State universities, community colleges, and school districts shall exchange ideas in the development and improvement of general education, and in the development and implementation of student acceleration mechanisms. They shall establish joint programs and agreements to facilitate articulation, acceleration, and efficient use of faculty, equipment, and facilities.

(2) Articulation Coordinating Committee. The Commissioner shall establish an Articulation Coordinating Committee which shall report to the Commissioner and

consist of eighteen (18) members. The committee shall have four (4) standing members from the Board of Governors Office and the Department of Education to represent the state university system, the community college system, public workforce education, and the public pre-K-12 schools. Fourteen (14) are appointed by the Commissioner for two-year terms: three (3) members representing the state university system; three (3) members representing the state community college system; one (1) member representing career education; three (3) members representing public schools; two (2) members representing nonpublic postsecondary institutions; one (1) member representing nonpublic secondary education; and one (1) member representing students. The Commissioner will appoint a chair from the membership. Ten members of the committee shall constitute a quorum. No business may be transacted at any meeting unless a quorum is present. The Committee shall:

(a) Function as the statewide pre-kindergarten through university advisory committee and accept continuous responsibility for community college-university-school district relationships.

(b) Develop suggested guidelines for interinstitutional agreements between and among public schools, community colleges, and universities to facilitate interaction, articulation, acceleration, and the efficient use of faculty, equipment, and facilities.

(c) Establish groups of university-community college-school district representatives to facilitate articulation in subject areas.

(d) Conduct a continuing review of the provisions of this rule and make recommendations to the State Board of Education and the Board of Governors for revisions.

(e) Review instances of student transfer and admissions difficulties among universities, community colleges, and public schools. Decisions shall be advisory to the institutions concerned.

(f) Examine statewide data regarding articulation, recommend resolutions of issues, and propose policies and procedures to improve articulation systemwide.

(g) Recommend the priority to be given research conducted cooperatively by the Department of Education and the Board of Governors Office with individual institutions. Such research shall be encouraged and conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Research findings shall be used to evaluate current policies, programs, and procedures.

(h) Review and make recommendations to institutions for experimental programs which vary from official transfer policy.

(i) Collect and disseminate information on successful cooperative programs between and among educational institutions.

(j) Establish and maintain a standard format to record the performance and credits of postsecondary students. Each such transcript shall include all courses in which a student enrolls each term, the status in each course at the end of each term, all grades and credits awarded, College-Level Academic Skills Test scores, and a statement explaining the grading policy of the institution. The Articulation Coordinating Committee shall collaborate with the Division of Public Schools in

the development of a standard format on which district school systems shall record the performance and credits of students.

(k) Document, maintain and publish a current listing of limited access, capstone, and career ladder degree programs.

(l) Document, maintain, and publish the statewide associate in science to bachelor of arts / bachelor of science articulation agreements between the community colleges and the state universities. The agreements must be consistent with the policies of the Board of Governors and the State Board of Education and shall be reviewed by the Department of Education in conjunction with the Board of Governors Office.

(m) Document, maintain, and publish statewide applied technology diploma to associate in applied science/associate in science degree articulation agreements between the career education centers and the community colleges.

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

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

(3) General education.

(a) Each public postsecondary institution shall establish a general education core curriculum, which shall require thirty-six (36) semester hours of communication, mathematics, social sciences, humanities, and natural sciences for students working toward a baccalaureate degree.

(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 postsecondary institutions. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education core curriculum, regardless of whether the associate degree is conferred, no other public postsecondary institution to which he or she may transfer shall require any further such general education courses.

(c) If a student does not complete a general education core curriculum prior to transfer, the general education requirement becomes the responsibility of the new institution.

(4) Associate in Arts (A.A.) Degree. The associate in arts degree is the basic transfer degree of the community colleges. It is the primary basis for admission of transfer students from community colleges to upper division study in a state university. Every associate in arts graduate of a Florida community college shall be granted admission to an upper division program consistent with Section 1007.23, Florida Statutes. Admission to the student's preferred public postsecondary institution or program is not guaranteed. The associate in arts degree shall be awarded upon:

(a) Completion of 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 thirty-six

(36) semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences with the remaining twenty-four (24) semester hours consisting of appropriate common program prerequisite courses and electives.

(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 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. The 60 hours that comprise a completed Associate in Arts degree shall be accepted in total upon transfer to an upper division program at another public postsecondary institution.

(c) Completion of the requirements for English and mathematics courses adopted by the State Board of Education in Rule 6A-10.030, FAC., and the Board of Governors; and

(d) Achievement of the minimum standards for college-level communication and computation skills adopted by the State Board of Education in Rule 6A-10.0312, FAC., and the Board of Governors.

(5) Associate in Science (A.S.) Degree. The associate in science degree is the career education degree of the community colleges. It is a two-year degree intended to prepare students for the workforce.

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

1. Completion of the minimum number of semester hours of college credit courses in an established program of study as required in Rule 6A-14.030(2), FAC.
2. Completion of a minimum of fifteen (15) semester hours in the general education core curriculum in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences which meet the Southern Association of College and Schools Commission on Colleges criteria. English and math courses must meet the requirements adopted by the State Board of Education in Rule 6A-10.030, FAC., and the Board of Governors. No physical education credit will be included in the general education block of credit.
3. General education courses not taught in accordance with the Southern Association of Colleges and Schools Commission on Colleges criteria for programs designed for college transfer shall not be included in the associate in science degree.

(b) Appropriate courses within associate in science degree programs will articulate to baccalaureate degree programs.

1. Achievement of the minimum standards adopted by the State Board of Education in Rule 6A-10.0312, 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.
2. Completion of common prerequisites will be required for the baccalaureate degree or as otherwise outlined in program-specific statewide agreements.
  3. Courses taken as part of the associate in science degree to meet the general education requirements will transfer and apply toward the 36 credit hours required for the baccalaureate degree. No additional general education credit hours can be required except to complete the total 36 general education hours.

(c) Capstone Degree Articulation Agreement. A capstone agreement that is entered into by a specific public or private postsecondary institution provides for the acceptance of a specific associate in science degree from any Florida community college and applies it as a block of credit toward a specified baccalaureate degree. The quality and content of the associate in science degree is respected as the technical component of the baccalaureate degree and the remainder of the program is designed to complete general education requirements and provide management skills to assist in job progression. Every associate in science degree graduate of a Florida community college program that articulates with a capstone degree program in a specific Florida public or private postsecondary institution shall be guaranteed admission to that program except for limited access programs and those requiring specific grades on particular courses for admission. All associate in science degree graduates who articulate under the capstone agreement shall be treated equally, regardless of the community colleges from which they receive their degrees. The general education component of the associate in science degree shall be accepted in total as a portion of the general education requirement upon transfer to the capstone program in a specific Florida public or private postsecondary institution.

(d) Career Ladder Degree Articulation Agreement. The Career Ladder agreement integrates specific associate in science degree programs with identified baccalaureate degree programs statewide. Each associate in science degree program must meet specific requirements as prescribed in the agreement and public postsecondary institutions are required to honor the transfer of credit toward the specified baccalaureate degree. Graduates of a Florida community college associate in science degree program with an agreement that is documented and maintained by the Articulation Coordinating Committee shall be granted admission to a public postsecondary institution in the program designated to articulate with their degree, except for limited access programs and those requiring specific grades on particular courses for admission. Admission to the student's preferred public postsecondary institution is not guaranteed. Each State University System institution shall develop admissions criteria to ensure that associate in science degree students are evaluated on an equal basis with associate in arts degree graduates and native university students for admission into Career Ladder programs designated as limited access and those requiring specific grades on particular courses for admission.

1. The associate in science degree shall be awarded based on all of the requirements contained in subsection (5)(a) of this rule and in accordance with the articulation agreement provisions maintained by the Articulation Coordinating Committee.
2. The statewide associate in science to baccalaureate degree program articulation agreements between public postsecondary institutions shall be documented and maintained by the Articulation Coordinating Committee. The Department of Education and the Board of Governors Office, in consultation with institutions, shall review periodically, as necessary, but no more than once a year, the provisions of the state articulation agreements and the prescribed curricula to ensure the continued effectiveness of the articulation between the A.S. and B.A./B.S. programs. Any recommendations for revisions to the state articulation agreements will be forwarded to the Articulation Coordinating Committee for review. The revisions may be approved after the Board of Governors and the State Board of Education make independent determinations that the recommended revisions are consistent with board policies.

(6) Applied Technology Diploma (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 credit or college credit.

(a) Students must have a high school diploma, a high school equivalency diploma, or a certificate of completion pursuant to Section 1003.433 (2)(b), Florida Statutes; or in the case of a student who is home educated, a signed affidavit submitted by the student's parent or legal guardian attesting that the student has completed a home education program pursuant to the requirements of Section 1002.41, 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 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.

(b) Community colleges may offer either college or career credit toward the applied technology diploma. Career centers may offer only career credits.

(c) All faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program area as defined by the Southern Association of Colleges and Schools.

(d) The information related to the guaranteed transfer of credit between an applied technology diploma program and associate in science or an associate in applied science degree must be documented and maintained by the Articulation Coordinating Committee shall include the following:

1. The total number of clock or credit hours within the program.
2. The associate in science or associate in applied science degree into which the applied technology diploma is guaranteed to transfer.
3. The number of college credit hours guaranteed to transfer.
4. An effective date.

(e) The transfer of the applied technology diploma to an associate in science or associate in applied science degree is guaranteed for a period of three (3) years following the date of the award of the applied technology diploma.

(f) Applied technology diploma students entering an associate degree program shall meet the admissions standards stipulated in Section 1007.263, Florida Statutes. Additional admissions requirements for limited access programs may be established by the community college boards of trustees.

(7) Credit by Examination.

(a) General Provisions.

1. For examination programs listed in subsections (b) through (h), examination specifications and content information shall be submitted to the Statewide Course Numbering System for course equivalency recommendations.
2. 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.
3. Transfer of credit by examination is guaranteed for up to forty-five (45) credits, provided that credit was awarded in accordance with the Articulation Coordinating Committee's recommended minimum scores and course equivalents.
4. Transfer of examination credit over forty-five (45) credits is at the discretion of the receiving institution.
5. Credit by examination may not duplicate credit previously earned through postsecondary courses or through examination.
6. No grades or grade points shall be assigned for credit by examination.
7. Institutions may award credit for examinations that are not listed in this rule or that do not have recommended course equivalents, minimum scores, and maximum credits. Acceptance of transfer credit so awarded is at the discretion of the receiving institution.

(b) College Level Examination Program (CLEP) of the College Board.

1. The transfer of credit awarded on the basis of scores achieved on examinations in the College Level Examination Program is protected by this rule only for examinations taken in an administration authorized by CLEP.

2. For examinations taken after July 2001, transfer of credit is mandatory for all CLEP examinations. For all CLEP examinations, credit must be awarded at a minimum in accordance with the credit-by-examination equivalencies determined by the Articulation Coordinating Committee.
3. For examinations taken prior to July 1, 2001, transfer of credit under the terms of this rule is mandatory provided that the award of credit is consistent with the CLEP recommendations or scaled scores determined to represent student achievement at or above the fiftieth (50) percentile on the combined men-women sophomore norms in use prior to 1978, with no letter grade or grade points assigned.

(c) College Board Advanced Placement Program (AP). For all AP examinations, credit must be awarded at a minimum in accordance with the credit-by-examination equivalencies determined by the Articulation Coordinating Committee. Transfer of Advanced Placement credit under terms of this rule is also mandatory, provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.

(d) International Baccalaureate (IB) Diploma Program. For all IB examinations, credit must be awarded at a minimum in accordance with the credit-by-examination equivalencies determined by the Articulation Coordinating Committee. Transfer of International Baccalaureate credit under terms of this rule is also mandatory, provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer. The award of credit for students who completed IB Diploma program examinations before April 1993 shall be determined by the public postsecondary institution.

(e) Advanced International Certificate of Education Program (AICE). Transfer of Advanced International Certificate of Education credit under terms of this rule is mandatory, provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and the statutory maximum amount of 30 credits.

(f) Excelsior College Examinations, formerly known as the Regents College Examinations or the Proficiency Examination Program (PEP). Transfer of credit under terms of this rule is mandatory provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.

(g) Defense Activity of Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSSTs). Transfer of credit under terms of this rule is mandatory provided that the award of credit is consistent with the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.

(h) United States Armed Forces Institute (USAFI). The award of credits for students who successfully completed USAFI courses or exams before 1974 shall be determined by the public postsecondary institution.

(8) Pre-professional course responsibility. Lower division programs in state universities and community colleges may offer introductory courses to enable students to explore the principal professional specializations available at the baccalaureate level. Such

courses shall be adequate in content to count toward the baccalaureate for students continuing in such specialization. However, deciding major course requirements for a baccalaureate, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the baccalaureate degree.

(9) Limited access programs. Community college and state university transfer students shall have the same opportunity to enroll in baccalaureate limited access programs as native students. Baccalaureate limited access program selection and enrollment criteria shall be established and published in catalogs, counseling manuals, and other appropriate publications. A list of limited access programs shall be filed annually with the Articulation Coordinating Committee.

(10) 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) 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 specified.

(12) The Department, the Board of Governors Office, and all public universities, community colleges, and school districts shall maintain the electronic exchange of student transcripts and associated educational records, including acquisition of and access to test scores of students in the standard format established by the ACC.

(13) All postsecondary courses offered for college credit, career credit, college preparatory credit, or career-preparatory credit as they are defined in Rule 6A-10.033, FAC., shall be entered in the statewide course numbering system. Each course shall be assigned a single prefix and a single identifying number in the course numbering system.

(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.

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## **6A-10.02412 Foreign Language Competence and Equivalence.**

The provisions herein shall be used by community colleges and universities to determine equivalency in the university admission requirement in Section 1007.262, Florida Statutes, for two (2) credits in one (1) foreign language at the secondary level or the equivalent at the postsecondary level.

(1) The competence to be demonstrated by students upon successful completion of two (2) credits of secondary instruction in one (1) foreign language is:

(a) Modern Languages.

1. The ability to understand, with some repetition, simple questions and statements.
2. The ability to read and understand the information presented in a simple paragraph.
3. The ability to pronounce the language well enough to be intelligible to native speakers.
4. The ability to ask and answer questions and maintain a simple conversation in areas of immediate need on very familiar topics.
5. The ability to deal with everyday situations such as greetings, leave-takings, buying food, and asking directions.
6. The ability to write a short paragraph on a familiar topic.
7. The ability to demonstrate limited social competence in the foreign culture by showing comprehension of common rules of etiquette, customs and sensitivities, and a knowledge of contributions to the arts and humanities by the people who speak the target language.

(b) Classical languages.

1. The ability to read and understand materials ranging from low to medium levels of difficulty; that is, adapted text.
2. The ability to give a reasonably accurate account of the contents of the reading material by answering questions, paraphrasing, translating, or summarizing.
3. The ability to demonstrate knowledge of history, culture, and contributions to the arts and humanities of ancient civilizations.

(2) Eight (8) to ten (10) semester credits in one (1) foreign language at the postsecondary level shall be considered to produce the competence specified in subsection (1) herein. Therefore, students who have earned at least eight (8) semester credits in one (1) foreign language at the postsecondary level shall have met the foreign language requirement for university admission. Credit awarded on the basis of scores on the foreign language subject matter examinations in the College Level Examination Program (CLEP) pursuant to paragraph 6A-10.024(6)(b), F.A.C., shall count toward the eight (8) to ten (10) semester credits. The examination, minimum scores for awarding credit, and minimum credit to be awarded are:

	Minimum	Minimum
French	Level 1 50 3	Level 2 62 6
German	Level 1 50 3	Level 2 63 6
Spanish	Level 1 50 3	Level 2 66 6

- (3) An alternate method for students to demonstrate equivalent foreign language competence is by means of a minimum score of four hundred forty-three (443) on the Latin examination published under the title of MAPS by The College Board, which represents the 1985 national mean of college bound seniors minus one (1) standard deviation. For students to demonstrate equivalent foreign language by examination in foreign languages not listed herein, the examinations and standards may be determined by the institution.

#### **6A-10.0242 Procedures for Determining the Level at Which Courses Shall be Classified.**

- (1) Baccalaureate upper-lower divisions. The following procedure shall be followed to distinguish lower division (freshman or sophomore) course from upper division (junior or senior) courses. University and community college curriculum committees shall deliberate course proposals. Institutional procedures for study, review, and decision making shall be followed. The procedures shall include deciding the level at which the courses shall be classified.
- (a) Criteria to identify baccalaureate lower division shall include:
1. General education courses required to earn an associate of arts degree and for which there is consensus that the courses should be offered within the first two (2) years of baccalaureate programs.
  2. Introductory courses open to all students.
  3. First course in a sequence and in which nonmajors may enroll.
  4. General survey courses open to all students.
  5. Courses designated to meet requirements of Rule 6A-10.030, FAC.
  6. Courses designated to teach the skills identified in Rule 6A-10.031, FAC.
  7. Physical education activity courses,
  8. Courses offered in the first two (2) years of a required four-year sequence program major and the first year of a required three-year sequence program major.
- (b) While not exhaustive, the criteria establish intent, which further guides decision making. The institution's recommendation regarding upper and lower division classification shall be indicated in the submission of the course for entry in the statewide course numbering system. Should any institution object to the level designated, it may appeal to the Articulation Coordinating Committee after first attempting resolution with the statewide course numbering system.

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### **6A-10.030 Other Assessment Procedures for College-Level Communication and Computation Skills.**

(1) In addition to assessments that may be adopted by the State Board of Education or Board of Governors to measure student achievement in college-level communication and computation skills, other assessment requirements shall be met by successful completion of coursework in English and mathematics. For the purposes of this rule, a grade of C or higher shall be considered successful completion.

(2) Prior to receipt of an Associate of Arts degree from a public community college or university or prior to entry into the upper division of a public university or college, a student shall complete successfully the following:

(a) Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. These course designations shall be submitted to the Statewide Course Numbering System. An institution to which a student transfers shall accept courses so designated by the sending institution as meeting the writing requirements outlined in this section.

(b) Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, applied logic, statistics and other such computation coursework which may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section.

(c) Students awarded college credit in English based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction pursuant to Rule 6A-10.024, F.A.C., and students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through one (1) or more of the acceleration mechanisms in Rule 6A-10.024, F.A.C., shall be considered to have satisfied the requirements in subsection 6A-10.030(2), F.A.C., to the extent of the college credit awarded.

(3) Exemptions and Waivers. Any public community college or university desiring to exempt its students from the requirements of subsection 6A-10.030(2), F.A.C., shall submit an alternative plan to the Department of Education. Upon approval of the plan by the Department, in conjunction with the Board of Governors Office, the plan shall be submitted to the State Board of Education or the Board of Governors, as appropriate. Upon approval by the State Board of Education or the Board of Governors, said plan shall be deemed effective in lieu of the requirements of subsection 6A-10.030(2), F.A.C.



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### **6A-10.033 Postsecondary Credit Definitions.**

The definitions herein apply to instruction in postsecondary career centers, community colleges, and universities.

(1) Credit is a unit of measure assigned to courses or course equivalent learning. Credit is awarded if the learning activity it represents is part of, or preparatory for, an organized and specified program leading to a postsecondary certificate or degree. Credit is a device which indicates to the learner, to educational institutions, to employers, and to others how much of the program the learner has completed. The credit awarded may be independent of where the learning occurs. If a learning activity does not meet these requirements, credit shall not be awarded. The only types of postsecondary credit authorized are:

(a) College credit. College credit is the type credit assigned to courses or course equivalent learning that is part of an organized and specified program leading to a graduate, baccalaureate, or associate degree. One (1) college credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction: with credits for such things as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction of the laboratory exercise, internship hours, or clinical practice hours.

(b) Career credit. Career credit is the type of credit assigned to courses or course equivalent learning that is part of an organized and specified program leading to a career certificate. It applies to postsecondary adult career courses. One (1) career credit is based on the learning expected from the equivalent of thirty (30) hours of instruction.

(c) Preparatory credit.

1. College preparatory credit. College preparatory credit is the type of preparatory credit assigned to courses that provide high school graduates who wish to enroll in college credit courses with additional academic preparation determined to be needed pursuant to Rule 6A-10.0315, FAC. One (1) college preparatory credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction, with credit for such things as laboratory instruction and individualized study determined by the institution based on the proportion of direct instruction to the laboratory exercise or individualized program. College preparatory courses provide competency-based instruction to develop college entry competencies in the communication and computation skills described herein.

a. College preparatory reading competencies are distinguished from college-level reading competencies based on the criteria in Rule 6A-10.0315(1), FAC. College preparatory reading instruction includes the recognition of main ideas, supporting details, meaning of words in

context, author's purpose, tone, valid arguments, explicit and implicit relationships within and between sentences; and the ability to detect bias, to distinguish fact from opinion, and to draw logical inferences and conclusions.

b. College preparatory writing competencies are distinguished from college-level writing competencies based on the criteria in Rule 6A-10.0315(1), FAC. College preparatory writing instruction includes word choice, sentence structure, grammar, spelling, and punctuation.

c. College preparatory mathematics competencies are distinguished from college-level mathematics competencies in that the college-level competencies begin with intermediate algebra or general mathematics skills which build upon the preparatory competencies defined in Rule 6A-10.0315(1), FAC. College preparatory mathematics instruction includes arithmetic and introductory algebra including real numbers and their properties, basic operations with linear expressions, factoring of algebraic expressions, and solutions of linear equations and inequalities.

2. Career preparatory credit. Career preparatory credit is the type of preparatory credit assigned to courses that provide students who wish to enroll in career credit courses with additional academic preparation. One (1) career preparatory credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction, with credit for such things as laboratory instruction and individualized study determined by the institution based on the proportion of direct instruction to the laboratory exercise or individualized program.
- (2) Noncredit. Noncredit is a term indicating that credit, as defined herein, is not awarded. It applies, in the case of universities, to the instructional classifications of noncredit continuing education; in the case of community colleges, to the instructional classifications of noncredit continuing education, adult basic and secondary, citizenship, and recreational; and in the case of postsecondary career centers, to the instructional classifications of noncredit continuing education adult basic and secondary, community education, and community instructional services. The unit of measure is hours of instruction.

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### **6A-10.0331 Deletion of Courses from Catalogs and Statewide Course Numbering System.**

- (1) Each university and each community college shall adopt, as part of the procedure for the preparation of its institutional catalog, a rule to ensure that courses which have not been taught for five (5) years, or less if desired, are deleted from the catalog. Each institution shall also notify the Office of the Statewide Course Numbering System to delete these courses.

(2) Courses not taught in the preceding five (5) years or less in keeping with institutional requirements that an institution wishes to continue shall be reviewed in the same manner that the institution reviews courses which are proposed for addition to the catalog and statewide course numbering system. A course may be continued in the catalog if the institution plans to offer it during the next five (5) years.

(3) The president of each university and the president of each community college shall annually certify to the board of trustees for that university or college that the institution has complied with Section 1007.24, Florida Statutes.

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### **6A-10.038 Postsecondary Feedback of Student Information to High Schools.**

(1) From data provided by the state universities, community colleges, and state-supported career centers, the Department of Education shall maintain information on the performance of Florida's public high school graduates on the entry-level placement tests, pursuant to Rules 6A-10.0315 and 6A-10.040, F.A.C.

(2) By October 31 each year, the Department of Education shall provide the Commissioner of Education the following information on students enrolled during the most recent academic year, beginning with the summer session and ending with the spring semester, who were prior year graduates of Florida public high schools:

- (a) Legal name,
- (b) Social security number,
- (c) Florida student identifier when available,
- (d) Gender,
- (e) Racial/ethnic group,
- (f) Name and number of school and school district from which student graduated,
- (g) Year of graduation from high school, 17
- (h) Report year (academic year student was enrolled in postsecondary education and the first academic year after graduation from high school),
- (i) Name of postsecondary institution in which student was enrolled, and
- (j) An indicator for each of the three (3) subtest areas indicating whether a student's score on the subtest was above or below the cut-off score for that area pursuant to Rule 6A-10.0315, F.A.C.
- (k) The name of the entry-level placement test used to place each student and subtest scores on the entry-level placement test in the areas of reading, writing/language, or mathematics shall be maintained by the Department of Education and made available to the Commissioner of Education upon request.

(3) Each postsecondary career center shall provide, by October 31 each year, the same information as described in paragraphs (2)(a) through (2)(i) of this rule pursuant to Section 1004.91, Florida Statutes, for students who were prior year graduates of Florida public high schools. Reporting on postsecondary career students shall be consistent with Rule 6A-10.040, F.A.C., and shall indicate whether a student, upon completion of a required basic skills examination within the first six (6) weeks after admission into the program, was deemed to have achieved mastery of the required minimum level of basic skills for the program pursuant to Rule 6A-6.0571, F.A.C.

(4) Upon request to the postsecondary institutions in which its students enrolled, a Florida public high school or school district shall be provided transcripts of its graduates including a record of all postsecondary courses in which its graduates enrolled during the first year after high school graduation. Transcripts, performance of an individual student on an entry-level placement test, and other personally identifiable student information may be used only for educational purposes pursuant to Section 1002.22, Florida Statutes, and shall be released without the written consent of the student only to

the superintendent of the school district or principal of the school from which the student graduated.

(5) From information data bases maintained by the Department of Education, the Commissioner shall provide to the State Board of Education, the Board of Governors, and Legislature by November 30, and to the school districts and high schools by January 31, summary reports on the performance of Florida's public high school graduates who enroll in public postsecondary institutions within one (1) year after graduation. The Commissioner shall provide summary report for the state as a whole, for each school district, and for each public high school. Student level reports shall be provided to the high schools from which students graduate. The summary reports shall indicate the number of prior year graduates who enrolled in state-supported career centers, community colleges, and state universities in Florida during the previous summer, fall, and spring terms and the number of those students whose scores on the entry-level placement tests indicate readiness for postsecondary education or the need for remediation through basic skills instruction or college-preparatory instruction pursuant to Sections 1004.92 and 1008.30, Florida Statutes.

(6) Pursuant to Section 1008.37, Florida Statutes, each school district and high school shall include strategies in its school improvement plan to improve student readiness for the public postsecondary level based on annual analysis of the feedback report data.

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**6A-10.041 Substitution for Requirements for Eligible Disabled Students at State Universities, Community Colleges, and Postsecondary Career Centers.**

(1) Each university and community college board of trustees and each district school board which operates a postsecondary career center shall develop and implement policies and procedures for providing reasonable substitution for eligible students as required by Section 1007.264, Florida Statutes. In determining whether to grant a substitution, documentation to substantiate that the disability can be reasonably expected to prevent the individual from meeting requirements for admission to the institution, admission to a program of study, entry to upper division, or graduation shall be provided. For purposes of this rule, the following definitions shall apply.

(a) Hearing impairment. A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 HZ, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing loss or deafness.

(b) Visual Impairment. Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision which may affect one's ability to function in an educational setting.

Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

(c) Specific Learning Disability. A disorder in one or more basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance or to an environmental deprivation.

- (2) The policies and procedures shall include at least the following:
  - (a) a mechanism to identify persons eligible for reasonable substitutions due to vision impairment, hearing impairment, dyslexia or other specific learning disability,
  - (b) a mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability,
  - (c) a mechanism for making the designated substitutions known to affected persons,
  - (d) a mechanism for making substitution decisions on an individual basis, and
  - (e) a mechanism for a student to appeal denial of a substitution or a determination of eligibility.
- (3) The policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.
- (4) The Commissioner of Education shall provide coordination of the provision of technical assistance in the implementation of this rule.
- (5) Each public university, community college and postsecondary career center operated by a school district shall maintain records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied.

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#### **6A-10.043 Nonpublic College Participation in the Statewide Course Numbering System.**

Nonpublic colleges may participate in the statewide course numbering system pursuant to Section 1007.24, Florida Statutes.

- (1) Eligibility Requirements. In order to participate an institution must:

- (a) Be eligible pursuant to Section 1007.27(6), Florida Statutes,
- (b) Agree to abide by the system's requirements and responsibilities, and
- (c) Unless exempt from paying by Section 1007.34(6), Florida Statutes, pay the required fees.

(2) Fee Schedule. The fees charged to participating institutions shall be:

- (a) Application fee. A nonrefundable application fee of one thousand (1000) dollars must accompany each nonpublic institution's initial application for participation in the statewide course numbering system.
- (b) Entry Fee. The unit cost per course of entering, modifying, or terminating courses in the statewide course numbering system, including administrative, personnel, expense, and capital costs of the system. 20
- (c) Maintenance Fee. The unit cost of maintaining courses in the system, including computing, programming, and printing costs.
- (d) Fiscal Year. The period for which fees are calculated shall be from July 1 through June 30.
- (e) Payment. An invoice detailing entry and maintenance fees shall be sent to each participating nonpublic institution annually, within sixty (60) days after the close of the fiscal year. The fees incurred by each college shall be payable to the Department within sixty (60) days of the invoice. An institution which fails to pay shall be withdrawn from the system.
- (f) Special Review/Site Visit Fee. If a special review or site visit is requested by an institution not exempt from fees, or, in the judgment of the Department, a special review or site visit is required to assure compliance, a fee of three hundred (300) dollars will be assessed for a review. If a site visit is required, a fee of three hundred (300) dollars per day will be assessed for each Department representative conducting the site visit.
- (g) Reinstatement Application Fee. Within twelve (12) months following termination of participation in the system, an institution may apply for reinstatement without having to go through the application process. All outstanding fees plus a reinstatement application fee of three hundred (300) dollars must be paid to be eligible for reinstatement. In the event that reinstatement is denied, the reinstatement application fee shall be refunded.
- (h) All fees and other funds collected by the statewide course numbering system shall be deposited into the Institutional Assessment Trust Fund created by Section 1010.83, Florida Statutes, and shall be available for the authorized expenses of the system.

(3) Any nonpublic college or school which has not been accepted as a participant in the statewide course numbering system under the conditions of this rule or has been withdrawn from participation in the system shall not use the system's course classification and identification system to record courses on student transcripts or otherwise document courses offered by the college or school using the system. Any college or school deemed to be in violation of this section shall be subject to denial, probation, or revocation of license or certificate of exemption or other disciplinary action pursuant to Section 1005.38, Florida Statutes.