

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
May 25, 2005

A meeting of the Articulation Coordinating Committee was held on Wednesday, May 25, 2005, in Room 1721/25 of the Turlington Building in Tallahassee, Florida. At 2:05 p.m. the meeting was called to order by Chairman Edwin Massey.

Members Present	Dr. Judy Bilsky, Community Colleges & Workforce Education (Division of) Mr. Ronald Blocker, Public Schools (Orange County) Ms. Mary Jo Butler, Public Schools (Division of) Dr. Charlene Callahan, Colleges and Universities (New College of Florida) Dr. Charles Dassance, Community Colleges (Central Florida Community College) Ms. Brenda Dickinson, Parent Dr. Renu Khator, Colleges and Universities (University of South Florida) Dr. Arthur Kirk, Jr., Independent Education (St. Leo University) Ms. Sally Kiser for Dr. Bonnie Marmor, Community Colleges & Workforce Education (Division of) Dr. R. E. LeMon, Colleges and Universities (Division of) Dr. Edwin Massey, Chair, Community Colleges (Indian River Community College) Mr. Jim Patch, Independent Education (FAPSC) Dr. Jill White, Member-at-Large (Okaloosa-Walton College)
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Members Absent	Mr. John Joseph, Student (Miami-Dade College) Dr. Joe Joyner, Public Schools (St. Johns County) Dr. Martha Pelaez, Colleges and Universities (Florida International Univ.)
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1. Chairperson's Comments	Dr. Massey began the meeting by welcoming members and those in the audience and by asking all in attendance to introduce themselves and share who they represent. The chair recognized Dr. Laura Caruso for her service to the ACC as a policy consultant for the Office of Articulation and explained that she has accepted a position with FACTS.org and will continue to work with the ACC in the future. The chair then introduced and welcomed Dr. Pamela Kerouac who will be fulfilling Dr. Caruso's previous role with the ACC.
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Dr. Massey acknowledged the completion of another legislative session and announced the release of the Performance on the Common Placement Test Report. In addition, he shared with the committee and the audience that the Government Accountability Office (GAO) was in Tallahassee collecting information from Florida for a national study on Transfer of Credit. Representatives from the GAO met with select members of the ACC as well as DOE staff and institutional representatives.

2. Approval of Minutes of Meeting Held February 23, 2005	Dr. Massey asked for a motion to approve the minutes of the February 23, 2005, meeting, as submitted. The motion was seconded and passed unanimously.
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3. Standing Committee on Statewide Policies and Guidance Report	Dr. Charles Dassance was recognized by the chair to provide an update of what occurred at the committee meeting held earlier in the day. The chair explained that Dr. Heather Sherry led the committee through the final draft of Rule 6A-10.024 (Articulation). Changes to the previous draft included 1) clarification language in the sections relating to career ladder and capstone degrees; and 2) an update of language relating to SACS faculty credentials. The committee approved the recommended changes to Rule 6A-10.024 and forwarded them to the full ACC for approval.
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The standing committee also reviewed and approved recommended changes to the

“articulation cluster” of 6A-10 rules. Minor changes made to the last draft included an update of CLEP foreign language score requirements and the correction of a reference to the former Board of Regents. During the discussion, Dr. Dottie Minear suggested that Rule 6A-10.019 - Required Annual Calendars for Schools and Colleges - include a statement clarifying that institutions are permitted an exception to the calendar requirements if they receive approval from either the Division of Colleges and Universities or the Division of Community Colleges, respectively. This is current practice, but it was not previously included in the rule. The committee accepted the recommendation and asked Dr. Minear to draft the appropriate language.

The major topic of discussion relating to the 6A-10 articulation cluster was in reference to Rule 6A-10.030 – Other Assessment Procedures for College-Level Communication and Computation Skills (a.k.a. The Gordon Rule). Dr. R.E. LeMon, chair of the Course Numbering Committee, explained the discussion and the recommendation that was provided by his committee. After further discussion by the Policies & Guidance committee, it was determined that the consensus of both committees was to eliminate the word count currently associated with this rule. Specific issues relating to general education courses and the designation of “Gordon Rule” courses were discussed and Dr. Connie Graunke was asked to draft specific language to address the issue. With the new language, the committee approved the 6A-10 articulation cluster and forwarded the recommended changes to the full ACC for approval.

Dr. Heather Sherry shared with the committee a summary report on the current status of Civics Education in Florida. This report was compiled in response to Senator Argenziano’s previously filed legislation that proposed requiring all community college students to take a course in American National Government. Dr. Dassance told the committee that he would share the results with Senator Argenziano and further discuss the issue with her.

Finally, Dr. Sherry shared with the committee a draft of the content of a 2+2 brochure that the Department is working on as part of its strategic planning process. She asked for input from the committee related to content and design. During the discussion of the brochure, the issue of the mechanism for how to appeal a transfer difficulty was raised and Dr. Dassance suggested that the committee review this process at the next meeting (prior to the publication of the 2006 Florida Counseling for Future Education Handbook).

4. Approval of Rule Changes

Based on Policies & Guidance Committee recommendations, the ACC reviewed the recommended changes to 6A-10.024 and 13 other 6A-10 rules included in the “articulation cluster.” This cluster included: 6A-10.019; 6A-10.02412; 6A-10.0242; 6A-10.02422; 6A-10.030; 6A-10.032; 6A-10.033; 6A-10.0331; 6A-10.0381; 6A-10.039; 6A-10.041; 6A-10.042; and 6A-10.043.

Relating to Rule 6A-10.024, Ms. Brenda Dickinson asked the committee why there was not a member of the ACC specifically designated to represent private K-12 schools. The chair noted her concerns and suggested raising the issue with Commissioner Winn.

The ACC approved the recommended changes and instructed Dr. Heather Sherry to consult DOE legal counsel and correct any statutory citing errors prior to bringing the rules before the State Board of Education and The Board of Governors for approval.

5. Standing Committee on Course Numbering Report
- Dr. R.E. LeMon reported the discussion of the Standing Committee on Course Numbering. The Committee focused its attention on the continuing maintenance of course levels—and their effect on course transfer—for courses on the Statewide Course Numbering System (SCNS).

The Committee found an apparent conflict between the statute regarding leveling (1007.24(2)-(5), F.S.) and the rule designating procedures for determining levels (6A-10.0242, F.A.C). The statute reserves the designation of course levels to the Department of Education, while the rule reserves this right for the institution. The Committee discussed implications of this difference.

The Committee discussed aspects of course content and levels: the number of upper-level hours required for a degree, rigor of upper-level vs. lower-level courses, academic diversity, and Department of Education authority. Ultimately, the Committee did not come to a consensus regarding the equating of courses across levels. The Committee did stress, however, that courses with the same prefix and last three digits are guaranteed transfer to another institution, regardless of level—institutions that disagree with a number assignment may request a review by the SCNS. In addition, the SCNS staff and faculty discipline committees should have the authority to question course levels where the course content or prerequisites do not appear to support such a designation.

6. Standing Committee on Postsecondary Transition Report
- Mr. Ron Blocker, co-chair of the Standing Committee on Postsecondary Transition reported the outcomes of the morning meeting. Dr. Judy Bilsky summarized a survey comparing postsecondary progress to FCAT performance scores, indicating that students who score less than a 3 on FCAT should expect additional challenges relative to remediation at the college level. Dr. Bilsky provided a comprehensive report of assessment committee work presented to the commissioner on May 19, 2005. She provided handouts conveying the options being considered for measuring Grade 14 student learning gains. These options include: 1) a test at the completion of 36 hours of general education that focuses on the three C's: Communication, Computation, and Critical Thinking, 2) other assessments of competencies in prerequisite areas, 3) work with a national test publisher to create a general test, 4) work with institutions to develop an appropriate assessment, 5) work with cross-sector faculty committees to determine desired competencies, much like what is endorsed by SACS and the BOG for Academic Learning Compacts, and/or 6) develop other strategies to assess skills and competencies. Discussion followed with suggestions to consider a portfolio assessment as appropriate for measuring skills and competencies using a comparative growth model. Dr. Bilsky also presented a comparison of CPT reading scores on student performance in community college level math and social science courses. From the summary of the CPT report, the committee agreed that students' reading CPT scores did not significantly impact math and social science performance. Dr. Bilsky agreed to request from Dr. Windham a similar comparison report using the CPT writing scores. Ms. Donna Henderson from Broward and Falecia Williams from Valencia were not present; however, it was suggested that they be invited to the August 24th meeting to provide their reports. Dr. Kerouac agreed to request their attendance and report for review at the next meeting.

The second agenda item for the committee followed with a discussion on the practice of out-of-district dual enrollment requests from cyber schools and homeschools. It was agreed that there needs to be further review of these requests, and considerations made on a case-by-case basis. Pam Kerouac will look into inviting input from those who receive these requests to facilitate further discussion.

7. Overview of Major Articulation Related Legislation Dr. Heather Sherry provided an overview of 4 bills that passed during the 2005 Legislative Session that will have implications for articulation in the state. These included: SB 2236 – Tuition Rates/Excess Hours; SB 2264 - Residency for Tuition Purposes; HB 579 - Accelerated Mechanisms; and HB 1001 – State Universities/Board of Governors. Several questions were raised (particularly re: SB 2236 & SB 2264) that could not be answered until legislative intent was determined. Dr. Sherry agreed to coordinate with DOE staff to set up a meeting with legislative contacts in an effort to further define legislative intent. In addition, it was mentioned that Rule 6A-10.044 – Residency for Tuition Purposes will also need to be revised after intent is clarified.

8. Assessment Issues Dr. Pat Windham presented a status report on the Strategic Imperative 2 Grade 14 project. Internal DOE staff met with the three major testing companies, ACT, College Board and ETS. Based upon those conversations, it appears ACT could provide a test now while the others would need to develop one for testing general education competencies in reading, mathematics and critical thinking. A draft proposal has been shared with the Commissioner and the next phase will be additional internal discussions related to a set of questions that were developed at that meeting. Input from the field will be sought prior to final proposal development.

9. Prerequisites for Teacher Prep Dr. R.E. LeMon discussed the issue of prerequisites for teacher preparation programs. In January, Chancellor Austin met with deans and directors of education from the SUS, ICUF, and community colleges to discuss what can be done at the State level, as well as at the institutional level, to reduce barriers and create opportunities for producing more teachers for Florida's PreK-12 schools. One of the issues raised was a concern regarding the on-going efficacy of the nine credit hours of pre-professional common prerequisites for initial educator preparation programs in the State institutions. A recommendation was made that the membership of the Teacher Education Common Prerequisites Committee be updated and that a meeting be convened to review and possibly revise the prerequisites which have now been in place for almost ten years.

The Teacher Education Common Prerequisite Committee met in Orlando on May 3rd, 2005 with representation from the community colleges and universities. The Committee focused on competencies clustered under three categories: Introduction to the Great American School Experience, diversity, and technology. Many specific competencies were identified. Members agreed that these categories represented the critical components needed in the pre-education instruction, that pre-candidates must demonstrate or document mastery of the expected competencies, and that -- whatever structure is ultimately decided upon by the Committee - that the instruction will articulate to the upper-division.

The next meeting of the Committee will be held in Orlando on June 22nd. Committee members may bring some faculty along for the discussion. The meeting will also include some K-12 representatives since they will be attending the Great Florida Teach-In. The intent is that, at the end of the June 22 meeting, the Committee will have some recommendations for the Oversight Committee to consider.

The meeting was adjourned at 4:30 p. m.

Announcements: The next ACC meeting is scheduled for Wednesday, August 24, 2005 in the Turlington Building in Tallahassee. The ACC Standing Committees will meet prior to the full ACC.

APPENDIX

Appendix A

ACC Approved recommendations for changes to Rule 6A-10.024

(recommendations to go to State Board of Education & Board of Governors for approval)

<p>Current Rule – 6A-10.024 <i>[Blank lines were added to align text across columns]</i></p>	<p><i>Amendments to clarify; update and delete obsolete; fix glitches; and incorporate Board of Governors.</i></p>
<p>6A-10.024 Articulation Between Universities, Community Colleges, and School Districts.</p>	<p>[Rule # TBD] Articulation Between and Among Universities, Community Colleges, and School Districts.</p>
	<p><u>It is the intent of the Board of Governors and the State Board of Education to facilitate articulation and seamless integration of the education system by agreeing to the provisions of this rule. The authority to adopt and amend this rule aligns with the Constitutional power given the Board of Governors for the state university system and the statutory authority given the State Board of Education for the district school boards, the community college system, and the Department of Education.</u></p>
<p>(1) Each state university president, community college board of trustees, and district school board shall plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit. Universities, community colleges, and school districts shall exchange ideas in the development and improvement of general education, and in the development and implementation of student acceleration mechanisms. They shall establish joint programs and agreements to facilitate articulation, acceleration, and efficient use of faculty, equipment, and facilities.</p> <p>(2) Articulation Coordinating Committee. The Commissioner shall establish an Articulation Coordinating Committee which shall report to the Commissioner and consist of fifteen (15) members appointed by the Commissioner: three (3) members representing the state university system; three (3) members representing the state community college system; one (1) member representing vocational education; three (3) members representing public schools; two (2)</p>	<p>(1) Each state university <u>board of trustees</u> president, community college board of trustees, and district school board shall plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit. <u>State universities</u> Universities, community colleges, and school districts shall exchange ideas in the development and improvement of general education, and in the development and implementation of student acceleration mechanisms. They shall establish joint programs and agreements to facilitate articulation, acceleration, and efficient use of faculty, equipment, and facilities.</p> <p>(2) Articulation Coordinating Committee. The Commissioner shall establish an Articulation Coordinating Committee which shall report to the Commissioner and consist of <u>eighteen (18)</u> fifteen (15) members. <u>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</u></p>

members representing nonpublic postsecondary institutions; one (1) member representing students; one (1) member from the Commissioner's staff who shall serve as chairman; and one (1) additional member. The Committee shall:

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

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

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

schools. Fourteen (14) are appointed by the Commissioner for two-year terms; three (3) members representing the state university system; three (3) members representing the state community college system; one (1) member representing career vocational education; three (3) members representing public schools; two (2) members representing nonpublic postsecondary institutions; one (1) member representing students; ~~one (1) member from the Commissioner's staff who shall serve as chairman;~~ and one (1) additional member. The Commissioner will appoint a chair from the membership. Ten members of the committee shall constitute a quorum. No business may be transacted at any meeting unless a quorum is present. The Committee shall:

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

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

~~(b)~~ (e) Develop suggested guidelines for 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.

<p>(d) Establish groups of university-community college-school district representatives to facilitate articulation in subject areas.</p> <p>(e) Conduct a continuing review of the provisions of Rule 6A-10.024, FAC.</p> <p>(f) Review instances of student transfer and admissions difficulties among universities, community colleges, and public schools. Decisions shall be advisory to the institutions concerned.</p> <p>(g) Recommend resolutions of issues and recommend policies and procedures to improve articulation systemwide.</p> <p>(h) Recommend the priority to be given research conducted cooperatively by the Divisions of Community Colleges, Universities, and Public Schools with individual institutions. Such research shall be encouraged and conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Research findings shall be used to evaluate current policies, programs, and procedures.</p> <p>(i) Review and make recommendations to institutions for experimental programs which vary from official transfer policy.</p> <p>(j) Develop procedures to improve articulation systemwide.</p> <p>(k) Collect and disseminate information on successful cooperative programs under Rule 6A-10.024(1), FAC.</p>	<p>(c) Establish groups of university-community college-school district representatives to facilitate articulation in subject areas.</p> <p>(d) (e) Conduct a continuing review of the provisions of <u>this rule</u> Rule 6A-10.024, FAC <u>and make recommendations to the State Board of Education and the Board of Governors for revisions.</u></p> <p>(e) (f) Review instances of student transfer and admissions difficulties among universities, community colleges, and public schools. Decisions shall be advisory to the institutions concerned.</p> <p>(f) (g) <u>Examine statewide data regarding articulation,</u> Recommend resolutions of issues, <u>and recommend propose policies and procedures to improve articulation systemwide.</u></p> <p>(g) (h) Recommend the priority to be given research conducted cooperatively by the Divisions of Community Colleges <u>and Workforce Education, Colleges and Universities,</u> and Public Schools with individual institutions. Such research shall be encouraged and conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Research findings shall be used to evaluate current policies, programs, and procedures.</p> <p>(h) (i) Review and make recommendations to institutions for experimental programs which vary from official transfer policy.</p> <p>(j) Develop procedures to improve articulation systemwide.</p> <p>(i) (k) Collect and disseminate information on successful cooperative programs <u>between and among educational institutions</u> under Rule 6A-10.024(1), FAC.</p> <p>(j) Establish and maintain a standard format to record the performance and credits of postsecondary students. Each</p>
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<p>(l) Perform such other duties as may be assigned in law or by the State Board or the Commissioner.</p> <p>(3) General education.</p> <p>(a) Each state university and community college shall establish a general education core curriculum, which shall require at least thirty-six (36) semester hours of college credit in the liberal arts and sciences for students working toward a baccalaureate.</p>	<p><u>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.</u></p> <p><u>(k) Document, maintain and publish a current listing of limited access, capstone, and career ladder degree programs.</u></p> <p><u>(l) Document, maintain, and publish the statewide associate in science to bachelor of arts / bachelor of science articulation agreements between the community colleges and the state universities. The agreements must be consistent with the policies of the Board of Governors and the State Board of Education and shall be reviewed by the Division of Colleges and Universities and the Division of Community Colleges and Workforce Education.</u></p> <p><u>(m) Maintain and review annually the accelerated articulation mechanism examinations, minimum scores guaranteed for transfer, maximum credits guaranteed to transfer, and recommended course equivalencies</u></p> <p><u>(n) (4) Perform such other duties as may be assigned in law or by the State Board of Education, the Board of Governors, or the Commissioner.</u></p> <p>(3) General education.</p> <p>(a) Each state university and community college <u>public postsecondary institution</u> shall establish a general education core curriculum, which shall require at least thirty-six (36) semester hours of <u>communication, mathematics, social sciences, humanities, and natural sciences</u> college credit in the liberal arts and sciences for students working toward a baccalaureate <u>degree</u>.</p>
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(b) After a state university or community college has published its general education core curriculum, the integrity of that curriculum shall be recognized by the other public universities and community colleges. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education core curriculum, regardless of whether the associate degree is conferred, no other state university or community college to which he or she may transfer shall require any further such general education courses.

(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) The associate in arts degree is the basic transfer degree of the community colleges. It is the primary basis for admission of transfer students from community colleges to upper division study in a state university. Every associate in arts graduate of a Florida community college shall be granted admission to an upper division program offered by a state university institution except to: a limited access program; a teacher certification program; or a major program requiring an audition or portfolio. After admission has been granted to associate in arts graduates as specified above and to state university students who have successfully completed sixty (60) credit hours of course work and met the requirements of Section 240.107, Florida Statutes, admission shall then be granted to state university system and Florida community college students who have successfully completed sixty (60) credit hours of work.

(b) After a state university or community college has published its general education core curriculum, the integrity of that curriculum shall be recognized by the other public universities and community colleges. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education core curriculum, regardless of whether the associate degree is conferred, no other ~~state university or community college~~ 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. ~~offered by a state university institution except to: a limited access program; a teacher certification program; or a major program requiring an audition or portfolio. After admission has been granted to associate in arts graduates as specified above and to state university students who have successfully completed sixty (60) credit hours of course work and met the requirements of Section 240.107, Florida Statutes, admission shall then be granted to state university system and Florida community college students who have successfully completed sixty (60) credit hours of work.~~

<p>(5) The associate in arts degree shall be awarded upon:</p> <p>(a) Completion of at least sixty (60) semester hours of college credit courses exclusive of courses not accepted in the state university system, and including a general education core curriculum of at least thirty-six (36) semester hours of college credit in the liberal arts and sciences;</p> <p>(b) Achievement of a grade point average of at least 2.0 in all courses attempted, and in all courses taken at the institution awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing the average. The grade of "D" shall transfer and count toward the baccalaureate in the same way as "D" grades obtained by students in the state universities. Whether courses with "D" grades in the major satisfy requirements in the major field may be decided by the university department or college;</p> <p>(c) Completion of the requirements in Rule 6A-10.030, FAC.; and</p> <p>(d) Achievement of the minimum standards in Rule 6A-10.0312, FAC.</p>	<p><u>(a) (5) The associate in arts degree shall be awarded upon:</u></p> <p><u>1. (a) Completion of at least sixty (60) semester hours of college credit courses in an established program of study, exclusive of courses not accepted in the state university system, and including a general education core curriculum of at least thirty-six (36) semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences the liberal arts and sciences; with the remaining twenty-four (24) semester hours consisting of appropriate common program prerequisite courses and electives.</u></p> <p><u>2. (b) Achievement of a grade point average of at least 2.0 in all courses attempted, and in all courses taken at the institution awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing the average. The grade of "D" shall transfer and count toward the associate and baccalaureate degrees in the same way as "D" grades obtained by native students in the receiving state university universities or receiving community college. Whether courses with "D" grades in the major satisfy requirements in the major field may be decided by the receiving university or receiving community college. department or college; The 60 hours that comprise a completed Associate in Arts degree shall be accepted in total upon transfer to an upper division program at another public postsecondary institution.</u></p> <p><u>3. (c) Completion of the requirements for English and mathematics courses adopted by the State Board of Education in Rule 6A-10.030, FAC. and the Board of Governors; and</u></p> <p><u>4. (d) Achievement of the minimum standards for college-level communication and computation skills adopted by the State Board of Education in Rule 6A-10.0312, FAC and the Board</u></p>
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<p>(6) The associate in science degree is the career education degree of the community colleges. It is a two-year degree intended to prepare students for the workforce. The following provisions allow for articulation from an associate in science to a baccalaureate degree.</p> <p>(a) The associate in science degree shall be awarded upon:</p> <ol style="list-style-type: none"> 1. Completion of the minimum number of semester hours of college credit courses as required in Rule 6A-14.030(2)(a), FAC., including, 2. Completion of at least fifteen to eighteen (15-18) semester hours in the general education core curriculum in the liberal arts and sciences comprised of courses which meet the Southern Association of College and Schools Commission on Colleges criteria. English and math courses must meet the requirements of Rule 6A-10.030, FAC. No physical education credit will be included in the general education block of credit. <p>3. Achievement of the minimum standards in Rule 6A-10.0312, FAC., will be required by the time the student</p>	<p><u>of Governors.</u></p> <p><u>(5) (6) Associate in Science (A.S.) Degree.</u> The associate in science degree is the career education degree of the community colleges. It is a two-year degree intended to prepare students for the workforce. The following provisions allow for articulation from an associate in science to a baccalaureate degree.</p> <p>(a) The associate in science degree shall be awarded upon:</p> <ol style="list-style-type: none"> 1. Completion of the minimum number of semester hours of college credit courses <u>in an established program of study as required in Rule 6A-14.030(2) (a), FAC., including,</u> 2. Completion of <u>at least a minimum of fifteen to eighteen (15-18) semester hours in the general education core curriculum in the <u>subject areas of communication, mathematics, social sciences, humanities, and natural sciences liberal arts and sciences</u> liberal arts and sciences comprised of courses which meet the Southern Association of College and Schools Commission on Colleges criteria. English and math courses must meet the requirements <u>adopted by the State Board of Education in of Rule 6A-10.030, FAC</u> and the Board of Governors. No physical education credit will be included in the general education block of credit.</u> 3. <u>General education courses not taught in accordance with the Southern Association of Colleges and Schools Commission on Colleges criteria for programs designed for college transfer shall not be included in the associate in science degree.</u> <p><u>(b) Appropriate courses within associate in science degree programs will articulate to baccalaureate degree programs The Associate in science degree shall articulate to a baccalaureate degree based upon the following provisions:</u></p> <ol style="list-style-type: none"> <u>1. 3. Achievement of the minimum standards adopted by the State Board of Education in Rule 6A-10.0312, FAC.</u>
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<p>earns 36 semester hours at the senior institution in upper division work.</p> <p>4. Completion of common prerequisites will be required for the baccalaureate degree or as otherwise outlined in program-specific statewide agreements.</p> <p>5. Courses taken as part of the associate in science degree to meet the general education requirements will transfer and apply toward the 36 credit hours required for the baccalaureate degree. No additional general education credit hours can be required except to complete the total 36 general education hours or for remediation.</p> <p>(b) The Interdisciplinary Capstone Agreement. Every associate in science degree graduate of a Florida community college program that articulates with an interdisciplinary capstone degree program in a Florida public or private university shall be guaranteed admission to that program except for limited access programs and those requiring specific grades on particular courses for admission. All associate in science degree graduates who articulate under the interdisciplinary capstone agreement shall be treated equally, regardless of the community colleges from which they receive their degrees.</p>	<p><u>and the Board of Governors</u>, will be required by the time the student earns 36 semester hours at the senior institution in upper division work.</p> <p><u>2. 4.</u> Completion of common prerequisites will be required for the baccalaureate degree or as otherwise outlined in program-specific statewide agreements.</p> <p><u>3. 5.</u> Courses taken as part of the associate in science degree to meet the general education requirements will transfer and apply toward the 36 credit hours required for the baccalaureate degree. No additional general education credit hours can be required except to complete the total 36 general education hours or for remediation.</p> <p><u>(c) (b) The Interdisciplinary Capstone Degree Articulation Agreement. A capstone agreement that is entered into by a specific public or private postsecondary institution provides for the acceptance of a specific associate in science degree from any Florida community college and applies it as a block of credit toward a specified baccalaureate degree. The quality and content of the associate in science degree is respected as the technical component of the baccalaureate degree and the remainder of the program is designed to complete general education requirements and provide management skills to assist in job progression.</u> Every associate in science degree graduate of a Florida community college program that articulates with a an interdisciplinary capstone degree program in a <u>specific Florida public or private postsecondary institution</u> university shall be guaranteed admission to that program except for limited access programs and those requiring specific grades on particular courses for admission. All associate in science degree graduates who articulate under the interdisciplinary capstone agreement shall be treated equally, regardless of the community colleges from which they receive their degrees. <u>The general education component of the associate in science degree shall be accepted in total as a portion of the</u></p>
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<p>1. The general education component of the A.S. degree will maintain its integrity upon transfer to the interdisciplinary capstone program.</p> <p>2. The Articulation Coordinating Committee shall maintain a current listing of interdisciplinary capstone programs which will be published on an annual basis.</p> <p>(c) The Career Ladder Agreement -- Beginning fall term 2000, all graduates of a Florida community college associate in science degree program listed in the Statewide Articulation Manual shall be granted admission to any of the universities in the State University System in the program designated to articulate with their degree, except for limited access programs and those requiring specific grades on particular courses for admission. Each State University System institution shall develop admissions criteria to ensure that associate in science degree students are evaluated on an equal basis with associate in arts degree graduates and native university students for admission into programs designated as limited access and those requiring specific grades on particular courses for admission.</p>	<p><u>general education requirement upon transfer to the capstone program in a specific Florida public or private postsecondary institution.</u></p> <p>1. The general education component of the A.S. degree will maintain its integrity upon transfer to the interdisciplinary capstone program.</p> <p>2. The Articulation Coordinating Committee shall maintain a current listing of interdisciplinary capstone programs which will be published on an annual basis.</p> <p><u>(d) (e) The Career Ladder Degree Articulation Agreement. The Career Ladder agreement integrates specific associate in science degree programs with identified baccalaureate degree programs statewide. Each associate in science degree program must meet specific requirements as prescribed in the agreement and public postsecondary institutions are required to honor the transfer of credit toward the specified baccalaureate degree. Graduates Beginning fall term 2000, all graduates of a Florida community college associate in science degree program with an agreement that is documented and maintained by the Articulation Coordinating Committee listed in the Statewide Articulation Manual shall be granted admission to a public postsecondary institution any of the universities in the State University System in the program designated to articulate with their degree, except for limited access programs and those requiring specific grades on particular courses for admission. Admission to the student's preferred public postsecondary institution is not guaranteed. Each State University System institution shall develop admissions criteria to ensure that associate in science degree students are evaluated on an equal basis with associate in arts degree graduates and native university students for admission into Career Ladder programs designated as limited access and those requiring specific grades on particular courses for admission.</u></p>
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1. The associate in science degree shall be awarded based on all of the requirements contained in subsection (6)(a) of this rule and in accordance with the articulation agreement provisions contained in the Statewide Articulation Manual.

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

3. The associate in science to bachelor of arts/bachelor of science articulation agreements between the State Board of Community Colleges and the State University System shall be documented and maintained in a Statewide Articulation Manual. The State Board of Education and the Board of Governors, in consultation with their member institutions, shall review periodically, as necessary, but no more than once a year, the provisions of the state articulation agreements and the prescribed curricula to ensure the continued effectiveness of the articulation between the A.S. and B.A./B.S. programs. Any recommendations for revisions to the state articulation agreements will be forwarded to the Articulation Coordinating Committee for review and approval.

(7) The Applied Technology Diploma (ATD) consists of a course of study that is part of an associate in science (A.S.)

1. The associate in science degree shall be awarded based on all of the requirements contained in subsection (5)(a) ~~(6)(a)~~ of this rule and in accordance with the articulation agreement provisions maintained by the Articulation Coordinating Committee. ~~contained in the Statewide Articulation Manual.~~

~~2. General education courses not taught in accordance with the Southern Association of Colleges and Schools Commission on Colleges criteria for programs designed for college transfer shall not be included in the associate in science degree.~~

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

~~(6) (7) The Applied Technology Diploma (ATD) . The ATD consists of a course of study that is part of an associate in science (A.S.) or an~~

<p>Or an associate in applied science degree (A.A.S.), is less than sixty (60) credit hours, is approximately fifty (50) percent of the technical component (non-general education), and leads to employment in a specific occupation. An applied technology diploma program may consist of either vocational credit or college credit.</p> <p>(a) Students must have a high school diploma or the equivalent to be admitted to an applied technology diploma program. Within six (6) weeks of entry, students must be tested pursuant to Rule 6A-10.040, FAC., and, if below minimum standards for completion from the program as defined in the program standards document adopted in Rule 6A-6.0571, FAC., must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of any basic skills test approved in Rule 6A-10.040, FAC. Students must successfully complete all remedial instruction before completing the Applied Technology Diploma.</p> <p>(b) Community colleges may offer either college or vocational credit toward the applied technology diploma. Vocational-technical centers may offer only vocational credits.</p> <p>(c) All faculty providing instruction must have at least an associate degree in the specific instructional program area or meet the criteria for "exceptional cases" as defined by the Southern Association of Schools and Colleges.</p> <p>(d) The information related to the guaranteed transfer of credit between an applied technology diploma program and associate in science or an associate in applied science degree must be documented and maintained in the Statewide Articulation Manual and the</p>	<p>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 <u>technical</u> vocational credit or college credit.</p> <p>(a) Students must have a high school diploma, <u>a high school equivalency diploma, or the equivalent or a certificate of completion pursuant to Section 1003.433 (2)(b), Florida Statutes</u> to be admitted to an applied technology diploma program. Within six (6) weeks of entry, students <u>in applied technology diploma programs of 450 or more hours</u> 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.</p> <p>(b) Community colleges may offer either college or <u>career</u> vocational credit toward the applied technology diploma. <u>Career</u> Vocational-technical centers may offer only <u>career</u> vocational credits.</p> <p>(c) All faculty providing instruction must have at least a <u>baccalaureate degree or an associate degree with demonstrated competencies</u> in the specific instructional program area or meet the criteria for "exceptional cases" as defined by the Southern Association of <u>Schools and Colleges and Schools</u>.</p> <p>(d) The information related to the guaranteed transfer of credit between an applied technology diploma program and associate in science or an associate in applied science degree must be documented and maintained <u>by the Articulation Coordinating Committee</u> in</p>
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<p>Vocational Education Program Courses Standards, which is incorporated by reference in Rule 6A-6.0571, FAC. The Statewide Articulation Manual and the Vocational Education Program Courses Standards shall include the following:</p> <ol style="list-style-type: none"> 1. The total number of clock or credit hours within the program. 2. The associate 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. <p>(e) The transfer of the applied technology diploma to an associate degree is guaranteed for a period of three (3) years following the date of the award of the applied technology diploma.</p> <p>(f) Applied technology diploma students entering an associate degree program shall meet the admissions standards stipulated in Section 240.321, Florida Statutes. Additional admissions requirements for limited access programs may be established by the community college boards of trustees.</p> <p>(8) Credit by examination.</p> <p>(a) For examination programs listed in subsections (9) through (13) of this rule, examination specifications and content information shall be submitted to the Statewide Course Numbering System for course equivalency recommendations.</p>	<p>the Statewide Articulation Manual and the Vocational Education Program Courses Standards, which is incorporated by reference in Rule 6A-6.0571, FAC. The <u>documentation Statewide Articulation Manual and the Vocational Education Program Courses Standards</u> shall include the following:</p> <ol style="list-style-type: none"> 1. The total number of clock or credit hours within the program. 2. The associate <u>in science or associate in applied science</u> 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. <p>(e) The transfer of the applied technology diploma to an associate <u>in science or associate in applied science</u> degree is guaranteed for a period of three (3) years following the date of the award of the applied technology diploma.</p> <p>(f) Applied technology diploma students entering an associate degree program shall meet the admissions standards stipulated in Section <u>1007.263 240.321</u>, Florida Statutes. Additional admissions requirements for limited access programs may be established by the community college boards of trustees.</p> <p><u>(7) (8) Articulated Acceleration Mechanisms Credit by examination. This subsection addresses the common mechanisms available for secondary and postsecondary students attending public educational institutions.</u></p> <p>(a) <u>Credit by examination; general provisions.</u></p> <p><u>1. For examination programs listed in subsections (b) (9) through (h) (13) of this rule, examination specifications and content information shall be submitted to the Statewide Course Numbering System for course equivalency recommendations.</u></p>
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<p>(b) A list of examinations, minimum scores for guaranteed transfer credit, maximum credits guaranteed to transfer, and recommended course equivalents shall be maintained by the Articulation Coordinating Committee and reviewed annually.</p> <p>(c) Transfer of credit by examination is guaranteed for up to forty-five (45) credits, provided that credit was awarded in accordance with the Articulation Coordinating Committee's recommended minimum scores and course equivalents.</p> <p>(d) Transfer of examination credit over forty-five (45) credits is at the discretion of the receiving institution.</p> <p>(e) Credit by examination may not duplicate ordinary credit, dual enrollment credit or other credits earned through examination.</p> <p>(f) No grades or grade points shall be assigned for credit by examination.</p> <p>(g) Institutions may award credit for examinations that are not listed in this rule or that do not have recommended course equivalents, minimum scores, and maximum credits. Acceptance of transfer credit so awarded is at the discretion of the receiving institution.</p> <p>(9) The College Board College Level Examination Program (CLEP).</p> <p>(a) The transfer of credit awarded on the basis of scores achieved on examinations in the College Level Examination Program is protected by this rule only for examinations taken in an administration authorized by CLEP.</p> <p>(b) For examinations taken after July 2001, transfer of credit is mandatory for all CLEP examinations, except for foreign languages, on which students</p>	<p><u>2. (b)</u> A list of examinations, minimum scores for guaranteed transfer credit, maximum credits guaranteed to transfer, and recommended course equivalents shall be maintained by the Articulation Coordinating Committee and reviewed annually.</p> <p><u>3. (e)</u> 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.</p> <p><u>4. (d)</u> Transfer of examination credit over forty-five (45) credits is at the discretion of the receiving institution.</p> <p><u>5. (e)</u> Credit by examination may not duplicate ordinary credit, dual enrollment credit or other credits earned <u>credit previously earned through postsecondary courses or through examination.</u></p> <p><u>6. (f)</u> No grades or grade points shall be assigned for credit by examination.</p> <p><u>7. (g)</u> Institutions may award credit for examinations that are not listed in this rule or that do not have recommended course equivalents, minimum scores, and maximum credits. Acceptance of transfer credit so awarded is at the discretion of the receiving institution.</p> <p><u>(b) (9)</u> The College Board College Level Examination Program (CLEP) <u>of the College Board.</u></p> <p><u>1. (a)</u> The transfer of credit awarded on the basis of scores achieved on examinations in the College Level Examination Program is protected by this rule only for examinations taken in an administration authorized by CLEP.</p> <p><u>2. (b)</u> For examinations taken after July 2001, transfer of credit is mandatory for all CLEP examinations. <u>For all CLEP examinations, credit must be awarded at a minimum in accordance with the credit-by-examination equivalencies</u></p>
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<p>achieved a scale score of fifty (50).</p> <p>(c) For examinations taken prior to July 1, 2001, transfer of credit under the terms of this rule is mandatory provided that the institution awarding the credit did so on the basis on CLEP recommendations or scaled scores determined to represent student achievement at or above the fiftieth (50) percentile on the combined men-women sophomore norms in use prior to 1978, with no letter grade or grade points assigned.</p> <p>(d) For foreign language CLEP examinations, transfer of credit for examinations taken after July 1, 2001, is mandatory provided that credit was awarded on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum credit guaranteed to transfer.</p> <p>(10) College Board Advanced Placement Program (AP). Transfer of Advanced Placement credit under terms of this rule is mandatory, provided that the institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.</p> <p>(11) International Baccalaureate (IB) Diploma Program. The award of credit based on scores achieved on IB Diploma program examinations and the transfer of such credit are mandatory under the provisions herein.</p>	<p><u>determined by the Articulation Coordinating Committee.</u> except for foreign languages, on which students achieved a scale score of fifty (50).</p> <p><u>3. (e)</u> For examinations taken prior to July 1, 2001, transfer of credit under the terms of this rule is mandatory provided that the <u>award of credit is consistent with the institution awarding the credit</u> did so on the basis on CLEP recommendations or scaled scores determined to represent student achievement at or above the fiftieth (50) percentile on the combined men-women sophomore norms in use prior to 1978, with no letter grade or grade points assigned.</p> <p>(d) For foreign language CLEP examinations, transfer of credit for examinations taken after July 1, 2001, is mandatory provided that credit was awarded on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum credit guaranteed to transfer.</p> <p>(c) (40) College Board Advanced Placement Program (AP). <u>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.</u> Transfer of Advanced Placement credit under terms of this rule is <u>also</u> mandatory, provided that the <u>award of credit is consistent with institution awarding the credit</u> did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.</p> <p>(d) (11) International Baccalaureate (IB) Diploma Program. <u>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.</u> Transfer of International Baccalaureate credit under terms of this rule is also mandatory, provided that the award of credit is <u>consistent with the Articulation</u></p>
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<p>(a) Students who have not been awarded the IB Diploma shall be awarded six (6) semester credits in the subject areas of each IB higher level examination on which they scored five (5) points or above.</p> <p>(b) Students who have been awarded the IB Diploma shall be awarded up to thirty (30) semester credits in the subject areas in which they scored four (4) or above on IB Diploma program examinations. The credits shall be awarded as follows:</p> <ol style="list-style-type: none"> 1. Six (6) semester credits for each IB examination on which they scored five (5) or above. 2. Three (3) semester credits for each IB examination on which they scored four (4). <p>(c) For students who completed IB Diploma program examinations before April 1993:</p> <ol style="list-style-type: none"> 1. Three (3) semester credits shall be awarded in the subject areas of each IB higher level examination on which they scored four (4). 2. Six (6) semester credits shall be awarded in the subject areas of each IB higher level examination on which they scored five (5) or above. 3. One (1) semester credit shall be awarded in the subject areas of each IB subsidiary level examination on which they scored four (4). 4. Three (3) semester credits shall be awarded in the subject areas of each IB subsidiary level examination on which they scored five (5) or above. 	<p><u>Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer. The award of credit based on scores achieved on IB Diploma program examinations and the transfer of such credit are mandatory under the provisions herein.</u></p> <p>(a) Students who have not been awarded the IB Diploma shall be awarded six (6) semester credits in the subject areas of each IB higher level examination on which they scored five (5) points or above.</p> <p>(b) Students who have been awarded the IB Diploma shall be awarded up to thirty (30) semester credits in the subject areas in which they scored four (4) or above on IB Diploma program examinations. The credits shall be awarded as follows:</p> <ol style="list-style-type: none"> 1. Six (6) semester credits for each IB examination on which they scored five (5) or above. 2. Three (3) semester credits for each IB examination on which they scored four (4). <p><u>The award of credit for students (c) For students who completed IB Diploma program examinations before April 1993 shall be determined by the public postsecondary institution.</u></p> <ol style="list-style-type: none"> 1. Three (3) semester credits shall be awarded in the subject areas of each IB higher level examination on which they scored four (4). 2. Six (6) semester credits shall be awarded in the subject areas of each IB higher level examination on which they scored five (5) or above. 3. One (1) semester credit shall be awarded in the subject areas of each IB subsidiary level examination on which they scored four (4). 4. Three (3) semester credits shall be awarded in the subject areas of each IB subsidiary level examination on which they scored five (5) or above.
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(12) Excelsior College Examinations, formerly known as the Regents College Examinations or the Proficiency Examination Program (PEP). Transfer of credit under terms of this rule is mandatory provided that the institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.

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

(14) Advanced International Certificate of Education Program (AICE). Transfer of Advanced International Certificate of Education credit under terms of this rule is mandatory, provided that the institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.

(15) United States Armed Forces Institute (USAFI).

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

~~(g) (13) Defense Activity of Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSSTs). Transfer of credit under terms of this rule is mandatory provided that the award of credit is consistent with institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer with no letter grades or grade points assigned.~~

~~(14) Advanced International Certificate of Education Program (AICE). Transfer of Advanced International Certificate of Education credit under terms of this rule is mandatory, provided that the institution awarding the credit did so on the basis of the Articulation Coordinating Committee's recommended minimum scores and maximum amount of credit guaranteed to transfer.~~

(h) (15) 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

<p>(a) Credit earned through correspondence courses sponsored by USAFI may, but need not, be included under standard policies of the institutions. The standard policies of the institution prohibiting credit for overlapping courses shall apply.</p> <p>(b) Credit may be awarded for tests of General Education Development (GED) only when verified by CLEP scores.</p> <p>(c) Credit awarded on the basis of subject tests (USST) in collegiate subjects may be included provided that the scores are at the fiftieth (50th) percentile or above.</p> <p>(d) The institution awarding credit on the work sponsored by USAFI may, but need not, specify the course for which credit is being awarded. The standard policies of the institution prohibiting credit for overlapping courses shall apply.</p> <p>(e) No grade or quality points are to be assigned for credit awarded on the basis of work sponsored by USAFI.</p> <p>(f) No credit is to be awarded on work sponsored by USAFI which is duplicative of credit awarded by CLEP, College Board AP, or courses taken in the institution or received in transfer.</p> <p>(16) Alternatives to the College-Level Academic Skills Test. For purposes of Section 240.107(9)(a), Florida Statutes, the recentered Scholastic Achievement Test (SAT-I) or its equivalent on the original SAT, and the Enhanced American College Testing Program (ACT), or its equivalent on the original ACT, may be used to exempt the College-Level Academic Skills Test, as specified in Rule 6A-10.0311, FAC.</p> <p>(17) Pre-professional course responsibility. Lower division programs in state universities and community colleges may offer introductory courses to enable students to explore the principal professional specializations</p>	<p><u>postsecondary institution.</u></p> <p>1. (a) Credit earned through correspondence courses sponsored by USAFI may, but need not, be included under standard policies of the institutions. The standard policies of the institution prohibiting credit for overlapping courses shall apply.</p> <p>2. (b) Credit may be awarded for tests of General Education Development (GED) only when verified by CLEP scores.</p> <p>3. (c) Credit awarded on the basis of subject tests (USST) in collegiate subjects may be included provided that the scores are at the fiftieth (50th) percentile or above.</p> <p>4. (d) The institution awarding credit on the work sponsored by USAFI may, but need not, specify the course for which credit is being awarded. The standard policies of the institution prohibiting credit for overlapping courses shall apply.</p> <p>5. (e) No grade or quality points are to be assigned for credit awarded on the basis of work sponsored by USAFI.</p> <p>6. (f) No credit is to be awarded on work sponsored by USAFI which is duplicative of credit awarded by CLEP, College Board AP, or courses taken in the institution or received in transfer.</p> <p>(16) Alternatives to the College-Level Academic Skills Test. For purposes of Section 240.107(9)(a), Florida Statutes, the recentered Scholastic Achievement Test (SAT-I) or its equivalent on the original SAT, and the Enhanced American College Testing Program (ACT), or its equivalent on the original ACT, may be used to exempt the College-Level Academic Skills Test, as specified in Rule 6A-10.0311, FAC.</p> <p>(8) (17) 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.</p>
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<p>available at the baccalaureate level. Such courses shall be adequate in content to count toward the baccalaureate for students continuing in such specialization. However, deciding major course requirements for a baccalaureate, including courses in the major taken in the lower division, shall be the responsibility of the state university awarding the degree.</p> <p>(18) Limited access programs. Community college transfer students shall have the same opportunity to enroll in university limited access programs as native university students. University limited access program selection and enrollment criteria shall be established and published in catalogs, counseling manuals, and other appropriate publications. A list of limited access programs shall be filed annually with the Articulation Coordinating Committee.</p> <p>(19) A state university may accept non-associate in arts degree credit in transfer based on its evaluation of the applicability of the courses to the student's program at the university.</p> <p>(20) State universities and community colleges shall publish with precision and clarity in their official catalogs the admission, course, and prerequisite requirements of the institution, each unit of the institution, each program, and each specialization. Any applicable duration of requirements shall be specified. The university catalog in effect at the time of a student's initial collegiate enrollment shall govern upper division prerequisites, provided the student maintains continuous enrollment as defined in that catalog.</p> <p>(21) Standard transcript. The Articulation Coordinating Committee shall maintain a standard format for universities and community colleges to record the performance and credits of students. Each such transcript shall include all courses in which a student</p>	<p>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 <u>institution state university</u> awarding the <u>baccalaureate</u> degree.</p> <p><u>(9)</u> (18) Limited access programs. Community college <u>and state university</u> transfer students shall have the same opportunity to enroll in <u>baccalaureate university</u> limited access programs as native <u>university</u> students. <u>Baccalaureate University</u> 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.</p> <p><u>(10)</u> (19) A state university may accept non-associate in arts degree credit in transfer based on its evaluation of the applicability of the courses to the student's program at the university.</p> <p><u>(11)</u> (20) State universities and community colleges shall publish with precision and clarity in their official catalogs the admission, course, and prerequisite requirements of the institution, each unit of the institution, each program, and each specialization. Any applicable duration of requirements shall be specified. The university <u>or college</u> 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 <u>unless otherwise specified</u>.</p> <p>(21) Standard transcript. The Articulation Coordinating Committee shall maintain a standard format for universities and community colleges to record the performance and credits of students. Each such transcript shall include all courses in which a student</p>
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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.

(22) By December 1, 1991, the Department and all public universities, community colleges, and school districts shall have implemented the electronic exchange of student transcripts and associated educational records, including acquisition of and access to test scores of students, using the Florida Information Resource Network and following the procedures in the Florida Automated System for Transferring Educational Records section in "DOE Information Data Base Requirements: Volume I--Automated Student Information System," which is incorporated by reference in Rule 6A-1.0014, FAC.

(23) When a student transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the common course designation and numbering system, the receiving institution shall award credit for courses satisfactorily completed at the previous participating institutions when the courses are judged by the appropriate common course designation and numbering system faculty task forces to be academically equivalent to courses offered at the receiving institution including equivalency of faculty credentials regardless of the public or nonpublic control of the previous institution. The award of credit may be limited to courses that are entered in the course numbering system. Credit so awarded shall satisfy institutional requirements

~~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.~~

~~(22) By December 1, 1991, t~~ The Department and all public universities, community colleges, and school districts shall ~~have implemented~~ 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, ~~using the Florida Information Resource Network and following the procedures in the Florida Automated System for Transferring Educational Records section in "DOE Information Data Base Requirements: Volume I—Automated Student Information System," which is incorporated by reference in Rule 6A-1.0014, FAC.~~

~~(23) When a student transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the common course designation and numbering system, the receiving institution shall award credit for courses satisfactorily completed at the previous participating institutions when the courses are judged by the appropriate common course designation and numbering system faculty task forces to be academically equivalent to courses offered at the receiving institution including equivalency of faculty credentials regardless of the public or nonpublic control of the previous institution. The award of credit may be limited to courses that are entered in the course numbering system. Credit so awarded shall satisfy institutional requirements on the same basis as credits awarded to~~

<p>on the same basis as credits awarded to native students.</p> <p>(24) All postsecondary courses offered for college credit, vocational credit, or college preparatory credit, as they are defined in Rule 6A-10.033, FAC., shall be entered in the common course designation and numbering system. Each course shall be assigned a single prefix and a single identifying number in the course numbering system.</p>	<p>native students.</p> <p>(13) (24) All postsecondary courses offered for college credit, <u>technical vocational</u> credit, or college preparatory credit, <u>or career-preparatory credit</u> as they are defined in Rule 6A-10.033, FAC., shall be entered in the <u>statewide common course designation and numbering system</u>. Each course shall be assigned a single prefix and a single identifying number in the course numbering system.</p> <p>(14) <u>When a student transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system, the receiving institution shall award credit for courses satisfactorily completed at the previous participating institutions when the courses are judged by the appropriate common course designation and numbering system faculty task forces to be academically equivalent to courses offered at the receiving institution including equivalency of faculty credentials regardless of the public or nonpublic control of the previous institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Credit so awarded shall satisfy institutional requirements on the same basis as credits awarded to native students.</u></p>
<p>Specific Authority 1007.01(2), 1007.27(9) FS. Law Implemented 1007.01(2), 1007.23(1), 1007.27(9) FS. History - New 5-5-75, Amended 10-7-75, 6-8-76, 8-22-77, 12-26-77, 3-28-78, 5-10-78, 7-2-79, 2-27-80, 5-27-81, 1-6-83, 4-5-83, 6-28-83, 1-9-85, Formerly 6A-10.24, Amended 8-4-86, 5-18-88, 5-29-90, 7-30-91, 10-4-93, 5-3-94, 1-2-95, 9-30-96, 6-15-9, 12-13-99, 8-14-2000, 10-16-2001, 9-22-2003.</p>	<p>Specific Authority <u>for State Board of Education</u>: 1007.01(2), 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, 6-15-9, 12-13-99, 8-14-2000, 10-16-2001, 9-22-2003.</p> <p>Specific Authority for Board of Governors: Article IX Section 7, Constitution of the State of Florida.</p>

6A-10
Articulation
Rules
(recommended
changes
approved by the
ACC)

CHAPTER 6A-10

MISCELLANEOUS

(recommendations to go to State Board of Education & Board of Governors for approval)

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6A-10 Rules – Articulation & Access Cluster

6A-10.019 Required Annual Calendar for Schools and Colleges.

Each district school board, each community college district board of trustees, and ~~the Board of Regents~~ 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 ~~which~~ 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 ~~the Board of Regents~~ each university board of trustees shall include at least the following statewide requirements:

(a) ~~Unless an exception is granted by the Division of Colleges and Universities or the Division of Community Colleges and Workforce Education, as appropriate, t~~Three (3) common entry periods shall be established so that the first day of classes will fall within of the three (3) periods listed below:

~~1. The period from the next to last Monday in August through August 31.~~

~~2. The period from January 3 through January 10.~~

~~3. The period from May 6 through May 13.~~

(b) ~~Effective August, 1985, the common entry periods shall be:~~

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.

(~~e~~) (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 ~~b~~Board of ~~regents~~ Governors for each school or institution operated by said boards shall be filed with the Department in the manner prescribed by the Commissioner.

Specific Authority ~~229.053(1), 240.325~~ 1006.50, 1007.01, FS. Law Implemented 229.053(2)(c), 230.23(4)(f), 240.203(2), 240.227(17), 240.319(3)(e), 240.325 FS. History - New 6-17-74, Repromulgated 12-5-74, Amended 3-27-80, 7-7-83, 2-19-84, Formerly 6A-10.19.

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 ~~240.233(4)~~ 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 Rule 6A-10.024(6)(b), FAC., shall count toward the eight (8) to ten (10) semester credits. The examination, minimum scores for awarding credit, and ~~maximum~~ minimum credit to be awarded are:

Examination Minimum Score Minimum Credit

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 competence by examination in foreign languages not listed herein, the examinations and standards may be determined by the institution.

Specific Authority ~~229.053(1), 240.2333~~ 1001.02(1), 1007.262, F.S. Law Implemented 229.053(2)(c), 240.233(1), 240.2333 F.S. History - New 2-23-88, Amended 10-17-89, Amended 11-13-90, 10-4-93.

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) courses 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 ~~decision~~ recommendation regarding upper and lower division classification shall be indicated in the submission of the course for entry in the ~~uniform~~ statewide course numbering and designation system. Should ~~another~~ any institution object to the level designated, it may appeal to the Articulation Coordinating Committee after first attempting resolution ~~directly~~ with the ~~subject institution~~ statewide course numbering system.

Specific Authority 229.053(1), 229.551, 240.115(2) 1001.02(1), 1007.24(2), FS. Law Implemented 229.053(2)(c), 240.115(2), 240.203(2), 240.301, 240.325(3)(4) FS. History - New 7-13-83, Formerly 6A-10.242, Amended 1-4-94.

~~6A-10.02422 Procedures for Determining the Level at Which Vocational Education Programs Shall be Offered.~~

~~(1) The level at which programs shall be offered will be determined by the Postsecondary Vocational Program Leveling Committee, a subcommittee of the Standing Committee on Vocational Education, of the Articulation Coordinating Committee.~~

~~(2) The committee shall use the following criteria to determine the level at which postsecondary vocational programs and postsecondary adult vocational programs shall be offered.~~

~~(a) Postsecondary vocational instruction:~~

- ~~1. The majority of the instruction is theory based.~~
- ~~2. Licensing or accrediting agency requires the associate degree.~~
- ~~3. Prepares individuals for occupations that require a preponderance of analysis, evaluation or design.~~

~~(b) Postsecondary adult vocational instruction:~~

- ~~1. Programs that prepare individuals for occupations which generally require more manipulative skill development than theory.~~
- ~~2. Postsecondary adult vocational instruction is generally not as theoretical in content as instruction at the postsecondary vocational level, but may be highly technical in nature and require components in academic and employability skills.~~

~~(c) Changing levels. Program level assignments should be changed only when the occupation(s) for which students are being prepared can be related to one (1) of the conditions described in subparagraphs (2)(a)1., 2., 3., or 4., of this rule in the guidelines for postsecondary vocational education.~~

~~(3) The Postsecondary Vocational Program Leveling Committee.~~

~~(a) Annually, the Postsecondary Vocational Program Leveling Committee shall publish and disseminate to local education agencies a list of programs, by level, which shall include the~~

effective date of program changes.

(b) ~~The Postsecondary Vocational Program Leveling Committee procedures for study, review, and decision making shall include deciding the level at which the programs should be classified, with the understanding that programs are assigned at the lowest possible level commensurate with sound professional practice.~~

(4) ~~Appeal. Should there be an objection to the level designated by the Postsecondary Vocational Program Leveling Committee, the institution filing the objection can appeal in a two (2) step process. First appeal is to the Standing Committee on Vocational Education. Final appeal is to the Articulation Coordinating Committee.~~

(5) ~~Each school district and community college that conducts vocational education at the postsecondary level shall report each such program according to the program title, number, and level specified in the Vocational Education Program Courses Standards.~~

(6) ~~To achieve uniform classification of all postsecondary vocational and postsecondary adult vocational programs, the vocational program review process of the Division of Applied Technology and Adult Education shall include the specification of level, program by program.~~

~~Specific Authority 229.053(1), 229.551 F.S. Law Implemented 239.205(1)(2) FS. History—New 3-22-94.~~

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

(1) ~~In addition to tests~~ 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, ~~pursuant to Section 229.053(2)(d), Florida Statutes,~~ other assessment ~~procedures~~ requirements shall be ~~measured~~ 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) ~~Twelve (12)~~ 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. ~~For the purposes of this rule, an English course is defined as any semester length course within the general study area of the humanities in which the student is required to produce written work of at least six thousand (6,000) words~~ Each institution shall designate the courses that fulfill the writing requirements of this section. These course designations shall be submitted to the Department of Education in a specified format. 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. ~~For the purposes of this rule, a grade of C or higher shall be considered successful completion.~~

(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, FAC., 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, FAC., shall be considered to have satisfied the requirements in Rule 6A-10.030(2), FAC., to the extent of the college credit awarded.

(3) ~~Exemptions and waivers.~~

(a) ~~Any student who completes the first six (6) hours of the English coursework required by this rule with a grade point average of 4.0 may waive completion of the remaining six (6) hours until~~

after entry into the upper division of a university and shall be considered eligible for an Associate of Arts degree, notwithstanding the provisions of Rule 6A-10.030(2)(a), FAC.

~~(b)~~ (3) Exemptions and waivers. Any public community college or university desiring to exempt its students from the requirements of Rule 6A-10.030(2), FAC., shall submit an alternative plan to the ~~State Board of Community Colleges or Board of Regents~~ Division of Community Colleges and Workforce Education or the Division of Colleges and Universities, respectively. Upon approval of the plan by the respective ~~board~~ Division, 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 this rule ~~Rule 6A-10.030(2)~~, FAC.

Specific Authority ~~229.053(1),(2)(d)~~ 1001.02 FS. Law Implemented 229.053(2)(d) FS., Section 15, Chapter 87-212, Laws of Florida. History - New 10-15-82, Formerly 6A-10.30, Amended 6-8-88.

6A-10.033 Postsecondary Credit Definitions.

The definitions herein apply to instruction in postsecondary ~~area vocational-technical career~~ centers, community colleges, and universities.

(1) Credit. 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 of 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 to the laboratory exercise, internship hours, or clinical practice hours.

~~(b) Vocational Career credit.~~ Vocational Career credit. ~~Vocational 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 ~~vocational career~~ certificate. It applies to postsecondary adult ~~vocational career~~ courses. One (1) ~~vocational 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, meanings 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. ~~Vocational Career~~ preparatory credit. ~~Vocational Career~~ preparatory credit is the type of preparatory credit assigned to courses that provide students who wish to enroll in ~~vocational career~~ credit courses with additional academic preparation. One (1) ~~vocational 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 supplemental, adult basic and secondary, citizenship, and recreational; and in the case of postsecondary ~~area vocational technical career~~ centers, to the instructional classifications of noncredit continuing education supplemental, adult basic and secondary, community education, and community instructional services. The unit of measure is hours of instruction.

Specific Authority ~~229.053(1), 240.115(2), 240.117(1)~~ 1001.02(1), FS. Law Implemented 228.041(1), 229.053(2)(c), 229.551(1), 239.301, 240.115, 240.117, 240.203(2), 240.301, 240.325(3)(4) FS. History - New 7-13-83, Amended 5-14-85, Formerly 6A-10.33.

6A-10.0331 Deletion of Courses from Catalogs and ~~Common Statewide Course Designation and Numbering System.~~

(1) ~~Effective with the 1987-88 academic year, e~~ Each university ~~in the State University System~~ and each community college ~~in the State Community College System~~ 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 ~~Common Statewide Course Designation and Numbering System~~ to delete these courses.

(2) Courses not taught in the preceding five (5) years or less in keeping with institutional requirements, ~~which 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 ~~Common Course Designation and Numbering System~~ 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 ~~shall annually certify to the Board of Regents~~ 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 the law.

Specific Authority ~~229.053(1), 233.015~~ 1007.24(8), FS. Law Implemented 229.053(1)(2)(c), 233.015 FS. History - New 12-31-86, Amended 4-7-87, 8-30-88.

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

(1) From data provided by the state universities, community colleges, and state-supported ~~vocational technical career~~ centers, the Divisions of Colleges and Universities, Community Colleges and Workforce Education, and Public Schools 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, FAC.

(2) By October 31 each year, the Divisions of Colleges and Universities and Community Colleges and Workforce 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,
- 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, FAC.
- 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 Division of Community Colleges and the Division of Universities and made available to the Commissioner of Education upon request.

(3) ~~Beginning in 1997, with enrollment data for academic year 1995-96, and annually thereafter,~~ Each postsecondary ~~vocational-technical 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 ~~239.213~~ 1004.91, Florida Statutes, for students who were prior year graduates of Florida public high schools. Reporting on postsecondary ~~vocational-technical career~~ students shall be consistent with Rule 6A-10.040, FAC., 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, FAC.

(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 ~~228.093~~ 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 Division of Colleges and Universities, the Division of Community Colleges and Workforce Education, and the Division of Public Schools, 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 vocational-technical 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 ~~239.213~~ 1004.91 and ~~240.117~~ 1008.30, Florida Statutes.

(6) Pursuant to Section ~~240.118~~ 1008.37(1-5), 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.

Specific Authority ~~229.053(1), 240.118~~ 1009.37(1-5), FS. Law Implemented 240.118 FS. History - New 9-24-84, Formerly 6A-10.38, Amended 11-7-89, 1-2-95.

6A-10.0381 Registration of Adult Education Students.

(1) ~~Introduction. Beginning on July 1, 1993, a~~ As part of the registration of adult education students, each school district and community college shall be required to collect and maintain on file sufficient information for two purposes. First, to locate students upon the termination of instruction and second, to determine the appropriateness of student placement in specific instructional programs. Registration information may be collected and maintained in electronic or manual format.

(2) Required information. The following information shall be collected and maintained for each student enrolled in an adult general education program; ~~or adult postsecondary vocational career program, or supplemental vocational courses funded through the Florida Education Finance Program or the Community College Program Fund;~~ by the state.

(a) Name, permanent address, date of birth, social security number if available, and/or Florida student number identifier, and whether, except for lifelong learners, the student has a high school diploma or equivalent certificate, and

(b) The course title and course number.

(3) School district requirement - adult. In addition to the data required in Subsection (2) of this rule, information on the reason for enrolling shall be collected and maintained for each student enrolled in an adult basic or adult secondary course. The reason for attending shall include:

(a) To achieve literacy, or

(b) Prepare for the General Educational Development (GED) Test, or

(c) Earn a high school diploma.

(4) School district requirement - job preparatory. In addition to the data required in Subsection (2) of this rule, information on the reason for enrolling shall be collected and maintained for each student enrolled in an adult vocational job preparatory course. Job preparatory students are students who do not have a history of employment in the occupation and seek to acquire entry-level occupational skills in order to obtain employment.

~~(5) School district requirement - supplemental. In addition to the data required in Subsection (2) of this rule, information on the reason for enrolling shall be collected and maintained for each student enrolled in an adult vocational supplemental course. The reason for enrolling shall include:~~

~~(a) Currently holds employment and is taking a course to enhance or upgrade skills related to that employment, or~~

~~(b) Has an employment history and enrolls in a course related to that employment history with the intent to seek employment in an occupation directly related to the course and that employment history, or~~

~~(c) Has an employment history and wants to develop competence in the English language in order to secure employment related to that employment history.~~

~~(6)~~ (5) Record retention requirement. Each school district and community college shall maintain on file the data required by this rule in electronic format or hard copy for a period of three (3) years or until the completion of all audits for the period during which the course is offered, whichever occurs later.

~~(7)~~ (6) Other data requirements. School districts are to ensure that they comply with the information data base requirements of the Comprehensive Management Information System as

specified in Rule 6A-1.0014, FAC., and colleges shall comply with the Community College Data Elements Dictionary, for elements required by other state and federal laws and regulations.

~~(8) Reduction of data elements. All other information and data elements formerly required by Section 229.132, Florida Statutes, Registration of Adult Students, which was replaced by Section 239.113, Florida Statutes, and no longer needed to meet the requirements of this rule, may be eliminated from the adult registration process beginning with the 1993-94 school year.~~

Specific Authority ~~229.053(1), 239.113~~ 1008.405 F.S. Law Implemented 239.113 F.S. History - New 12-23-92.

6A-10.039 Planning and Coordination of Postsecondary Educational Programs.

The following provisions are established for the planning and coordination of the postsecondary educational program reviews.

~~(1) The Division of Applied Technology and Adult Education, the Division of Community Colleges, and the Division of Universities shall each submit to the Postsecondary Education Planning Commission on July 1 of each year a five-year program review plan or an annual update of the current five-year plan. These plans shall provide a schedule of the programs or groups of programs to be reviewed and the criteria by which the programs are to be evaluated. For the purpose of this rule, a program is defined as a series of courses leading to a college degree or a postsecondary adult vocational certificate, or classified as college preparatory or vocational preparatory. Community Instructional Services is also defined as a program.~~

~~(2) Periodic program reviews relating to other institutional activities may be conducted as needed.~~

~~(3) The Postsecondary Education Planning Commission shall examine the program review plans to determine that:~~

~~(a) The scheduling of the program reviews is coordinated among sectors,~~

~~(b) The plans are in conformity with the program review criteria listed in the state master plan for postsecondary education prepared pursuant to Section 240.147(2), Florida Statutes, and~~

~~(c) The criteria address the distinctive institutional roles as defined by the state master plan for postsecondary education prepared pursuant to Section 240.147(2), Florida Statutes.~~

~~(4) Subsequent to review and discussion of the divisions' plans with the divisions, the Postsecondary Education Planning Commission shall forward comments on any areas of conflict or issues of particular concern to the State Board within sixty (60) days of receipt of the plans.~~

~~(5) The results of the program reviews shall be related to the budgeting process in the following manner:~~

~~(a) The program reviews shall include an assessment of the fiscal impact of each recommendation. These assessments may include recommendations to increase or decrease funding levels.~~

~~(b) For each program or group of programs the divisions shall develop resource measures and related standards which will determine an adequate level of support for an effective and efficient program. The results of the application of the resource measures in program review shall be related to the budget requests for program growth and improvement.~~

~~(c) The divisions' budget requests shall designate adjustments in funding level designed to implement program review recommendations. Such budget requests shall support program decisions that are in conformity with the distinctive institutional roles as defined by the state master plan for postsecondary education prepared pursuant to Section 240.147(2), Florida Statutes.~~

~~(d) The effect of appropriations made in conjunction with the provision of Rule 6A-10.039(5)(c), FAC., shall be evaluated by the divisions as a specific component of the next five year review.~~

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

(1) ~~The Board of Regents, Each university and community college board of trustees and each community college district board of trustees,~~ and each district school board which operates a postsecondary ~~vocational education~~ career center shall develop and implement policies and procedures for providing reasonable substitution for eligible students as required by Sections ~~240.152 and 240.153~~ 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 of the 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 for coordination of the provision of technical assistance in the implementation of this rule.

(5) Each public university, community college and postsecondary ~~vocational education~~ 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.

Specific Authority ~~229.053(1), 240.152, 240.153~~ 1007.264, 1007.265 FS. Law Implemented 240.152, 240.153 FS. History - New 4-13-87.

6A-10.042 Maintenance of Test Security.

(1) Tests implemented in accordance with the requirements of Sections ~~229.053(2)(d), 229.57, 231.087, 231.0861(3), 231.17, 233.011, 239.301(10), 240.107(8), and 240.117~~ 1008.22, 1004.93, 1008.29, 1008.30 Florida Statutes, shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

(a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

(b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

(c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

(d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

(e) Examinees shall not be given answer keys by any person.

(f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.

(g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

(h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

(2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

(b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall

include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the Department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

Specific Authority 1001.02, 1008.24, FS, 120.53(1)(b), 228.301, 229.053(1) FS. Law Implemented 120.53(1)(b), 228.301, 229.053(2)(d), 229.57, 231.087, 231.0861, 231.17, 233.011, 239.301, 240.107, 240.117 FS. History - New 7-5-87, Amended 10-26-94.

6A-10.043 Nonpublic College Participation in the Common Statewide Course Numbering and Designation System.

Nonpublic colleges may participate in the ~~common statewide~~ course numbering and designation system pursuant to Section ~~246.013~~ 1007.24, Florida Statutes.

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

(a) Be eligible pursuant to Section ~~246.013(1)~~ 1007.27(6), Florida Statutes,

(b) Agree to abide by the system's requirements and responsibilities, and

(c) Unless exempt from paying by Section ~~246.013~~ 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 ~~common statewide~~ course numbering and designation system.

(b) Entry Fee. The unit cost per course of entering, modifying, or terminating courses in the course numbering and designation system, including administrative, personnel, expense, and capital costs of the system.

(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 ~~common statewide~~ course numbering ~~and designation~~ system shall be deposited into the Institutional Assessment Trust Fund created by Section ~~246.34~~ 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 ~~common statewide~~ course numbering ~~and designation~~ 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 ~~pursuant to Section 246.111, Florida Statutes,~~ or other disciplinary action pursuant to Section ~~246.228~~ 1005.38, Florida Statutes.

Specific Authority ~~229.053(4), 246.013, 246.34~~ 1007.24(6), FS. Law Implemented 246.013 FS. History - New 9-6-88, Amended 3-13-95.