

Statewide Articulation Manual



Dr. Eric J. Smith, Commissioner

Comments and proposed changes should be directed to:

Office of Articulation

Florida Department of Education
325 West Gaines Street, Suite 1401
Tallahassee, Florida 32399-0400

Revised March 2010

STATEWIDE ARTICULATION MANUAL

TABLE OF CONTENTS

	Page
INTRODUCTION	1
STATEWIDE LEADERSHIP	
I. Articulation Coordinating Committee	
a. Purpose	1
b. Organizational Chart	2
c. Responsibilities	2
d. Membership	3
II. Statewide Course Numbering System (SCNS)	
a. Introduction	3
b. Transfer Policies and Guidelines	4
c. Non-regionally Accredited Institution Participation in SCNS	4
Fees	5
Faculty Credentials	5
Transfer of Credit	6
Course Numbers	6
Frequently Asked Questions	6
III. Course Code Directory	
a. Purpose	7
b. New Course Submission Forms	8
SECONDARY TO POSTSECONDARY TRANSITION	
IV. Acceleration Mechanisms	
a. Dual Enrollment	8
• Early Admission	8
• Interinstitutional Articulation Agreements	9
• Dual Enrollment Course-High School Subject Area Equivalency List	9
• Dual Enrollment – Statement of Standards	9
• Dual Enrollment FAQs	9
• Dual Enrollment Technical Assistance	9
i. Memo on Dual Enrollment for High School Major Areas of Interest	9
ii. Memo on Florida Automated System for Transferring Education Records (FASTER) Coding for Dual Enrollment Courses	10
iii. Memo on Dual Enrollment Mid-Year Graduation	10
iv. Criteria for Approval of Single Site Dual Enrollment Programs	10
b. Credit-by-Exam	10
• Advanced Placement (AP)	11
• International Baccalaureate (IB)	11
• Advanced International Certificate of Education (AICE)	11

• College-Level Examination Program (CLEP), DSST (DANTES), and Excelsior	11
• Articulation Coordinating Committee Credit-By-Exam Equivalencies Equivalencies	12
c. Comparison of Florida’s Articulated Acceleration Programs	12
d. Study on Acceleration Mechanisms in Florida	12
V. Common Placement Testing	13
VI. Other Resources for Postsecondary Transition	
a. Counseling for Future Education Handbook	13
b. High School Feedback Report	13
c. Performance on Common Placement Tests	14
POSTSECONDARY AND 2+2 ARTICULATION	
VII. 2+2 Articulation in Florida	
a. Introduction	14
b. Transfer Student Rights	15
c. Policies relating to 2+2 Articulation	15
• General Education	15
• Gordon Rule	16
• Common Prerequisites	16
• College-Level Academic Skills (CLAS)	17
VIII. Degree/Certificate Definitions and Articulation Flow Chart	
a. Definitions	17
• Postsecondary Adult Vocational Certificate (PSAV)	17
• Applied Technology Diploma (ATD)	17
• Technical Certificate (TC)	17
• Associate of Applied Science (AAS)	18
• Associate in Science (AS)	18
• Advanced Technical Certificate (ATC)	18
• Associate in Arts (AA)	18
• Bachelor of Applied Science (BAS)	18
• Bachelor of Science (BS)	18
• Bachelor of Arts (BA)	18
b. Articulation Flow Chart	18
IX. Baccalaureate Degrees Offered by Institutions within the Florida College System	
a. Baccalaureate Degrees Offered by Four-Year Colleges and Universities at Florida College System Institutions (Concurrent/Joint Use Partnerships)	20
b. Baccalaureate Degrees Awarded by Institutions within the Florida College System	20
X. Bachelor of Applied Science Degree	
a. Bachelor of Applied Science Task Force	20
b. Definition	20
c. Current Degree Structures	21

XI. Statewide Articulation Agreements	
a. Associate in Science (AS) to Bachelor of Science (BS) Degree Articulation	21
• Career Ladder Agreement	21
• Interdisciplinary Capstone Agreement	22
b. Applied Technology Diploma (ATD) to Associate in Applied Science (AAS)/Associate in Science (AS) Degree Articulation	22
c. Postsecondary Adult Vocational (PSAV) Certificate to Associate Degree Articulation	22
d. Industry Certification to Associate in Applied Science (AAS)/Associate in Science (AS) Articulation Agreements	23
e. Articulation Agreements with Private Colleges	23
• Transfer Agreement with Independent Colleges and Universities of Florida	23
• Other Statewide Agreements	24

CONTACT INFORMATION

XII. Staff Contacts	
a. Office of Articulation and Statewide Course Numbering System (SCNS)	24
b. Division of Florida Colleges	24
c. Division of Career and Adult Education	24
d. Board of Governors	24
e. FACTS.org	25
f. Independent Colleges and Universities of Florida (ICUF)	25
g. Commission for Independent Education	25

INTRODUCTION

Articulation in Florida is a set of dynamic and constantly evolving, student-focused policies and practices which facilitate transition between and among education sectors. Section 1007.01, Florida Statutes, describes the intent of the Legislature to:

“facilitate articulation and seamless integration of the K-20 education system by building and sustaining relationships among K-20 public organizations, between public and private organizations, and between the education system as a whole and Florida's communities. The purpose of building and sustaining these relationships is to provide for the efficient and effective progression and transfer of students within the education system and to allow students to proceed toward their educational objectives as rapidly as their circumstances permit.”

[Section 1007.01, Florida Statutes](#), also directs the State Board of Education and the Board of Governors to recommend policies and guidelines to the Legislature with input from statewide K-20 advisory groups established by the Commissioner of Education relating to:

- (a) The alignment between the exit requirements of one system and the admissions requirements of another system into which students typically transfer.
- (b) The identification of common courses, the level of courses, institutional participation in a statewide course numbering system, and the transferability of credits among such institutions.
- (c) Identification of courses that meet general education or common degree program prerequisite requirements at public postsecondary educational institutions.
- (d) Dual enrollment course equivalencies.
- (e) Articulation agreements.

In an effort to facilitate seamless articulation and maximum access within the Florida education system, the Office of Articulation has produced this Statewide Articulation Manual. The document is intended to provide a comprehensive and user-friendly overview of K-20 articulation policies for students, parents, institutional staff, and other interested parties.

STATEWIDE LEADERSHIP

I. Articulation Coordinating Committee

a. Purpose

The Articulation Coordinating Committee (ACC) is a K-20 advisory body appointed by the Commissioner of Education. It is comprised of representatives from all levels of public and private education: the State University System, the Florida College System, independent postsecondary institutions, public schools, nonpublic schools, and career and technical education. There is also an additional member representing students.

The ACC was established in the early 1970s as a forum for discussing and coordinating ways to help students move easily from institution to institution and from one level of education to the next. Primary responsibilities include approving common prerequisites across program areas, approving course and credit-by-exam equivalencies, overseeing implementation of statewide articulation agreements, and recommending articulation policy changes to the State Board of Education, the Board of Governors, and the Legislature.

b. Organization Chart

The Articulation Coordinating Committee organizational chart is available at:
<http://www.fldoe.org/articulation/accorg.asp>

c. Responsibilities

The specific responsibilities of the Articulation Coordinating Committee, as outlined in [Chapter 6A-10.024, F.A.C./BOG Articulation Resolution](#), are:

- Function as the statewide pre-kindergarten through university advisory committee and accept continuous responsibility for Florida college-university-school district relationships.
- Develop suggested guidelines for interinstitutional agreements between and among public schools, Florida colleges, and universities to facilitate interaction, articulation, acceleration, and the efficient use of faculty, equipment, and facilities.
- Establish groups of university-Florida college-school district representatives to facilitate articulation in subject areas.
- Conduct a continuing review of the provisions of this rule and make recommendations to the State Board of Education and the Board of Governors for revisions.
- Review instances of student transfer and admissions difficulties among universities, Florida colleges, and public schools. Decisions shall be advisory to the institutions concerned.
- Examine statewide data regarding articulation, recommend resolutions of issues, and propose policies and procedures to improve articulation systemwide.
- Recommend the priority to be given research conducted cooperatively by the Department of Education with individual institutions. Such research shall be encouraged and conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Research findings shall be used to evaluate current policies, programs, and procedures.
- Review and make recommendations to institutions for experimental programs which vary from official transfer policy.
- Collect and disseminate information on successful cooperative programs between and among educational institutions.
- Establish and maintain a standard format to record the performance and credits of postsecondary students. Each such transcript shall include all courses in which a student enrolls each term, the status in each course at the end of each term, all grades and credits awarded, College-Level Academic Skills Test scores, and a statement explaining the grading policy of the institution. The Articulation Coordinating Committee shall collaborate with the Division of Public Schools in the development of a standard format on which district school systems shall record the performance and credits of students.
- Document, maintain and publish a current listing of limited access, capstone, and career ladder degree programs.
- Document, maintain, and publish the statewide associate in science to bachelor of arts/bachelor of science articulation agreements between the Florida colleges and the state

universities. The agreements must be consistent with the policies of the Board of Governors and the State Board of Education and shall be reviewed by the Department of Education.

- Document, maintain, and publish statewide applied technology diploma to associate in applied science/associate in science degree articulation agreements between the career education centers and the Florida colleges.
- Maintain and review annually the accelerated articulation mechanism examinations, minimum scores guaranteed for transfer, maximum credits guaranteed to transfer, and recommended course equivalencies.
- Perform such other duties as may be assigned in law or by the Commissioner.

d. Membership

For a current list of Articulation Coordinating Committee members, see:

<http://www.fldoe.org/articulation/postacc.asp>.

II. Statewide Course Numbering System

a. Introduction

In the late 1960s, registrars and advisors at Florida's public institutions of higher education voiced concerns about the difficulties encountered in assigning course credits to students transferring from lower-division colleges to the upper-division of universities, or to students changing institutions prior to degree completion. At that time, institutional admissions officers based transfer-credit decisions on course titles appearing on transcripts or on catalog course descriptions, rarely providing an indication of the depth and detail with which subject matter had been treated in a course.

In response to the concerns expressed by admissions personnel and a concern over unnecessary repetition of courses by transfer students, Florida developed a common course numbering system to facilitate the transfer of credit for equivalent courses among the state's colleges and universities. This system, known as the Statewide Course Numbering System (SCNS) is now used at all* public and selected nonpublic institutions of higher education in Florida (10 state universities, 28 Florida College System institutions, 25 participating nonpublic postsecondary institutions, and 40 area technical education centers are included in the SCNS).

Smooth articulation between public institutions depends to a large extent on the SCNS. The SCNS has been enhanced over the past two decades to accommodate a growing number of programs and courses. The system has shown flexibility as the scope of the listings has broadened over the years. For more information, see: http://scns.fldoe.org/scns/public/pb_index.jsp, please select SCNS Handbook under the "Latest News" section of the SCNS homepage.

In his 1990 national study, Louis Bender, a professor of Educational Leadership at Florida State University, noted that "Florida probably has one of the most comprehensive and operationally efficient common course numbering and designation systems." Florida's SCNS has been regarded as a model by other states seeking to design or redesign their system.

* Excluding New College of Florida which does not list courses in a catalog. Instead, students develop an individualized plan of study or academic contract with an appropriate faculty member within an area of academic interest.

b. Transfer Policies and Guidelines

Courses that have the same academic content and are taught by faculty with comparable credentials are given the same prefix and number, and are considered equivalent courses. Equivalent courses are guaranteed to transfer to any other institution participating in SCNS. The credit awarded for these equivalent courses will satisfy the receiving institution's institutional requirements on the same basis as credits awarded to native students pursuant to [Section 1007.24\(7\), Florida Statutes](#). Courses that are not substantially like any other course in the System are given unique course numbers and are not considered equivalent.

Credit awarded for satisfactory completion of equivalent courses may be used by transfer students to satisfy requirements at the receiving institution on the same basis as native students. The following are exceptions to guaranteed transfer:

- Courses not offered at the receiving institution.
- For courses at non-regionally accredited institutions, those that are offered prior to the established transfer date.
- Courses in the 900-999 series are not automatically transferable, and must be evaluated individually. These include such courses as Special Topics, Internships, Practica, Study Abroad, Theses and Dissertations.
- College preparatory courses.
- Graduate courses.
- Clinical experiences and internships with numbers other than 900-999.
- Applied courses in the performing arts (Art, Dance, Interior Design, Music, and Theater) and skills courses in Criminal Justice are not guaranteed as transferable. These courses need evidence of achievement (i.e., portfolio, audition, interview, etc.). The specific categories or courses which are not guaranteed to transfer are as follows:

Courses	Transfer Policy
Art	Courses prefixed ART are not guaranteed transferable.
Criminal Justice	Skills courses in Criminal Justice are not guaranteed transferable.
Dance	Courses prefixed DAA and selected courses prefixed DAN are not guaranteed transferable.
Interior Design	All courses in Interior Design are not guaranteed transferable.
Music	Courses prefixed MVB, MVH, MVJ, MVK, MVO, MVP, MVS, MVV, and MVW are not guaranteed transferable.
Theater	Courses prefixed TPP with numbers ranging from 000-299 are not guaranteed transferable.

c. Non-regionally Accredited Institution Participation in SCNS

In 1998, Florida law [[s. 1007.24\(6\), F.S.](#)] was amended to allow nonpublic colleges and schools that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and are either eligible to participate in the William L. Boyd, IV, Florida Resident Access Grant or have been issued a regular license by pursuant to s. 1005.31, F.S., to participate in the Statewide Course Numbering System.

When a non-regionally accredited institution submits a course to the SCNS, staff must examine both the course content and the transcripts for all faculty teaching the course. This requires the

SCNS staff to make determinations regarding the appropriate degree and coursework to compare with regionally accredited institutions. Courses with the same content and comparable faculty credentials are given numbers that equate to other institutions and are thus guaranteed transfer. Courses taught by faculty without the requisite credential are given different course numbers. The SCNS maintains a transfer code to designate whether the course may transfer into academic or occupational programs.

Fees

Non-profit institutions or those for-profit institutions participating prior to July 1, 1986, will not be charged the costs associated with participation on the SCNS.

For-profit institutions (those joining the system after July 1, 1986) will be charged fees associated with participation on the SCNS [Fee schedule: [Chapter 6A-10.043\(2\), F.A.C.](#)].

Fee	Amount
Application Fee	\$1,000 (one time fee)
Entry Fee	Yearly fee for all institution course transactions – course additions, course changes, course discontinuations. Fee varies - calculated based on the number of transactions on the SCNS for that fiscal year (for 2007-2008, fee was \$13.59 for new courses, \$6.79 for course modifications).
Maintenance Fee	Yearly fee for all courses maintained on the SCNS database (exclusive of those course transactions billed above). Calculated based on the number of courses on the SCNS (For 2007-2008, fee was \$.08/course).
Site Visit Fee	\$300/day
Reinstatement Application Fee	\$300 (one time fee)

Faculty Credentials

[Section 1007.24\(7\), Florida Statutes](#), stipulates that “The Department of Education shall ensure that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution.” All courses for non-regionally accredited institutions that participate on the Statewide Course Numbering System will be reviewed based on the requirements of the Southern Association of Colleges and Schools (authority: section 1007.24(6)(7), Florida Statutes; section 3.7.1 Commission on Colleges, Southern Association of Colleges and Schools, Principles of Accreditation; Commission on Colleges, Southern Association of Colleges and Schools, Faculty Credentials Guidelines). For more information, see: <http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf>.

Credits	Faculty Credentials
General Education	Faculty teaching general education courses at the undergraduate level: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
Academic Transfer	Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master’s degree in the

	teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
Occupational-level Transfer	Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor’s degree in the teaching discipline, or associate’s degree and demonstrated competencies in the teaching discipline.
Graduate	Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

Transfer of Credit

Section 1007.24(7), Florida Statutes, guarantees the transfer of credit for equivalent courses, regardless of the public or nonpublic status of the institution. See full text at: [Section 1007.24 - Statewide Course Numbering System](#).

Also, see memo on [Nonpublic Institution Participation in the Statewide Course Numbering System](#).

For a listing of all non-regionally accredited institution courses with transfer level, see the *Courses at Non-regionally Accredited Institutions* report in the “Latest News” section of the SCNS homepage (<http://scns.fldoe.org/>)

Course Numbers

Institutions that do not participate on the Statewide Course Numbering System may not use the SCNS course classification system. Participating institutions with courses that will not be submitted to the SCNS may not use the SCNS course classification system for those courses. 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 [Course Numbers: [Chapter 6A-10.043\(3\), F.A.C.](#)].

Frequently Asked Questions

a. Guidance for Students

- **Will my courses transfer from a non-regionally accredited institution?**
Many courses from non-regionally accredited institutions will transfer to a public college or university, but not all will. Students should work with advisors from both sending and receiving institutions to maximize their credit transfer. As many of these credits, even those without the same course number, will transfer, students should be sure to submit a copy of their transcript from the non-regionally accredited institution to the receiving institution.
- **How do I know which courses will transfer?**
Students can check with the SCNS office for guidance on course comparisons between institutions. Students also should check with a counselor at the receiving institution to verify course numbers.

b. Guidance for Transcript Evaluators

- **Which courses must my institution accept in transfer?**
For a course to be guaranteed transfer it must meet three criteria: (1) must have the same course number (prefix and last three digits); (2) have a transfer code comparable to the receiving institution; and (3) course was taken subsequent to the listed transfer date. Any course from a non-regionally accredited institution that does not meet all three criteria is not guaranteed transfer.
- **What if a course from a participating SCNS institution has a number that is not similar to an SCNS number?**
Institutions, even those that participate on the SCNS, must use their own numbering scheme for courses not yet reviewed by the SCNS. These courses are not subject to laws guaranteeing transfer—institutions are not precluded from accepting these credits, but are not required to do so.
- **How often are faculty transcripts reviewed?**
Faculty transcripts are reviewed when the course is added to the system. Faculty are then updated continuously via course modification requests when faculty members change at the institution. In addition, the SCNS conducts periodic faculty verifications.
- **What if an institution is on the quarter system?**
If a course is guaranteed transfer (meets the three criteria listed above), the receiving institution cannot force the student to re-take the course. However, the institution may award only a comparable number of semester hours. To convert quarter hours to semester hours, multiply the quarter hours by 0.67. For example, a four quarter-hour course may be awarded 2.67 semester credits.
- **Where can I find a list of reviewed courses on the SCNS?**
On the SCNS homepage (<http://scns.fl DOE.org>) in the “Latest News” section there is a monthly-updated report of non-regionally accredited institution courses.

III. Course Code Directory

a. Purpose

The Course Code Directory (CCD) is a comprehensive information resource consisting of a narrative section that provides general and in-depth information on applicable laws and State Board of Education rules; explanations of requirements and policies pertaining to multiple topics, and details on the K-12 course numbering system. All programs and courses funded through the Florida Education Finance Program (FEFP) and courses or programs for which students may earn credit toward high school graduation are included in this document. The CCD assists counselors, students and parents in schedule planning, provides course specific information including course level and length, and lists appropriate teacher certification levels for courses. It allows schools, districts, and the state to identify courses by specific course number, thereby providing analogous information across various levels of administration and consistency in reporting. For more information, see: <http://www.fl DOE.org/articulation/CCD/default.asp>.

b. New Course Submission Forms

The Curriculum Review Committee, established pursuant to section 1003.491, F.S., has developed a Reviewer Worksheet as a resource document to provide school districts with the criteria used to determine whether a course is approved prior to new course submission.

- [Reviewer Worksheet \(Word\)](#)

To submit a new course request, please complete the appropriate submission form below and send it with the proposed course description via email to trinity.colson@fldoe.org for electronic record-keeping and review. In addition, please send hard copies of the form and course description to:

Office of Articulation
325 West Gaines St., Suite 1401
Tallahassee, Florida 32399-0400

- [Submission Form \(Word\) \(New Regular Course\)](#)
- [Submission Form \(Word\) \(New Applied, Integrated, or Combined Course\)](#)
- [Submission Form \(Vocational Courses to be Counted as Core Academic Credit\)](#)

SECONDARY TO POSTSECONDARY TRANSITION

IV. Acceleration Mechanisms

a. Dual Enrollment

Dual enrollment is defined as “the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward a career and technical certificate or an associate or baccalaureate degree” ([Section 1007.271, Florida Statutes](#)). Vocational-preparatory instruction, college-preparatory instruction, and physical education courses that focus on the execution of a physical skill rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program.

Student eligibility criteria for participation in dual enrollment include passage of the Common Placement Test (CPT) as well as achievement of a 3.0 un-weighted grade point average for college credit courses and a 2.0 un-weighted grade point average for career and technical certificate courses. Eligible students are permitted to enroll in dual enrollment courses that are conducted during school hours, after school hours, and during the summer term.

Students who meet the eligibility requirements are exempt from the payment of registration, tuition and laboratory fees. Instructional materials for dual enrollment courses shall also be available to Florida public high school students free of charge. Private school and home education students may also be provided with instructional materials, but it is not required by statute.

- **Early Admission**

[Section 1007.27\(5\), Florida Statutes](#), defines early admission as “a form of dual enrollment

through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree.” These students are treated in the same fashion as regular dual enrollment students.

- **Interinstitutional Articulation Agreements**

The Interinstitutional Articulation Agreement (IAA) provides evidence of cooperative and collaborative secondary to postsecondary partnerships and commitment to seamless K-20 education. Consistent with the state’s goal of ensuring “seamless articulation and maximum access,” school districts and Florida colleges are required to annually update their Interinstitutional Articulation Agreements. Pursuant to [Section 1007.235\(2\), Florida Statutes](#), these agreements “must be completed before high school registration for the fall term of the following school year”. The Department of Education is required to collect and review each articulation agreement.

To view the sample format, click: <http://www.fldoe.org/articulation/pdf/interinstitutional-articulation-agreements.pdf>.

- **Dual Enrollment Course-High School Subject Area Equivalency List**

Current law allows for any course in the Statewide Course Numbering System, with the exception of remedial courses and Physical Education skills courses, to be offered as dual enrollment. This document provides high school subject area equivalency list for dual enrollment courses. To view the list, click:

<http://www.fldoe.org/articulation/pdf/DEList.pdf>.

- **Dual Enrollment – Statement of Standards**

This document shows the standards adopted by the Florida College System Council of Presidents and endorsed by the Articulation Coordinating Committee, pertaining to the Florida College System’s commitment to ensuring that Early College/Dual Enrollment programs demonstrate the level of academic rigor expected of all college courses and programs. For more information, see:

<http://www.fldoe.org/articulation/pdf/DualEnrollmentStatementStandards.pdf>.

- **Dual Enrollment FAQs**

This document provides frequently asked questions pertaining to Dual Enrollment and Early Admission programs. For more information, see:

<http://www.fldoe.org/articulation/pdf/dualenrollfaqs.pdf>.

- **Dual Enrollment Technical Assistance**

- i. **Memo on Dual Enrollment for High School Major Areas of Interest**

This memo provides public schools with technical assistance for approval of dual enrollment courses that satisfy credits required for a Major Area of Interest (MAI). For more information, see: <http://www.fldoe.org/articulation/pdf/MAI-DETAPfinal.pdf>.

ii. Memo on Florida Automated System for Transferring Education Records (FASTER) Coding for Dual Enrollment Courses

This memo provides advising information and technical assistance related to Florida Automated System for Transferring Education Records (FASTER) transcript entry for dual enrollment courses. For more information, see:

http://www.fldoe.org/articulation/pdf/2007_Memo_DE_FASTER.pdf.

iii. Memo on Dual Enrollment Mid-Year Graduation

This memo serves as a Technical Assistance Paper (TAP) to address questions and concerns regarding interrelated issues of articulation of mid-year high school graduates into postsecondary institutions and dual enrollment eligibility of seniors. For more information, see: <http://facts23.facts.org/Advising%20Manuals/pdf/Memo%2005-34%20Dec%20Grad%20TAP.pdf>.

iv. Criteria for Approval of Single Site Dual Enrollment Programs

The Articulation Coordinating Committee (ACC) Standing Committee on Secondary to Postsecondary Transition has developed criteria for approval of dual enrollment agreements for limited course offerings with statewide appeal. State universities and Florida colleges are currently providing outstanding summer programs that offer dual enrollment credit for high school participants. However, given that most school districts have articulation agreements with only their local postsecondary institutions, many districts inconsistently award appropriate high school credit for the dual enrollment credit earned.

As a result of the established approval process, institutions that offer “Commissioner approved” programs from a single site will not be required to develop 67 interinstitutional articulation agreements with individual school districts. All approved statewide articulation agreements shall be submitted to the Florida Department of Education for statewide record, review, and monitoring.

This document provides the process for approval, recommended criteria, and sample format for submitting Interinstitutional Articulation Agreements to the Florida Department of Education. For more information, see:

<http://www.fldoe.org/articulation/pdf/CriterialforApprovalDualEnrollmentPrograms.pdf>.

b. Credit-by-Examination

[Section 1007.27\(7\), Florida Statutes](#), defines credit by examination as “the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on nationally standardized general or subject-area examinations.” In 2001, the Florida Legislature directed the Department of Education to determine credit by examination equivalencies to provide for smooth articulation through statewide consistency of credit awarded. All individual examinations are reviewed by Statewide Course Numbering System faculty discipline committees and recommendations for specific course equivalencies are presented to the Articulation Coordinating Committee for approval on an annual basis.

- **Advanced Placement (AP)**

Advanced Placement is “the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board” ([Section 1007.27\(6\), Florida Statutes](#)). Students enrolled in AP courses are eligible to receive postsecondary credit only if they obtain a minimum score of 3, on a 5-point scale, on the corresponding Advanced Placement Examination. However, public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations regardless of whether they achieve a passing score. Postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education.

- **International Baccalaureate (IB)**

The International Baccalaureate Program is “the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Organization Program administered by the International Baccalaureate Office” ([Section 1007.27\(8\), Florida Statutes](#)). IB is an advanced, comprehensive program of study that is designed to meet various international university entrance standards. The program is offered only on selected high school campuses in Florida (through an application process) and administered by the International Baccalaureate Office based in Switzerland.

Students enrolled in an IB program are eligible to receive postsecondary credit only if they obtain a passing score on the corresponding IB Examinations. However, public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations regardless of whether they achieve a passing score. Cut off scores and postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education. Students may be awarded a maximum of 30 semester credit hours earned via the International Baccalaureate program.

- **Advanced International Certificate of Education (AICE)**

[Section 1007.27\(9\), Florida Statutes](#), defines the AICE Program as “the curriculum in which eligible secondary students are enrolled in a program of studies offered through the Advanced International Certificate of Education Program administered by the University of Cambridge Local Examinations Syndicate.” Students enrolled in an AICE program are eligible to receive postsecondary credit only if they achieve a passing score on the corresponding AICE examination. However, public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations regardless of whether they achieve a passing score. Cut off scores and postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education. Students may be awarded a maximum of 30 semester credit hours earned via the AICE program.

- **College-Level Examination Program (CLEP), DSST (DANTES), and Excelsior**

The CLEP, DSST (DANTES), and Excelsior programs differ from AP, IB, and AICE in that they do not have an associated course/curriculum. Postsecondary credit is granted

based on performance on a nationally standardized examination, but there is no credit awarded toward high school graduation. Passing scores and course equivalencies for CLEP are determined by the ACC, and approved by the State Board of Education and the Board of Governors. Scores and equivalencies for DSST (DANTES) and Excelsior are recommended.

Florida public postsecondary institutions may also develop their own departmental examinations and award credit based on student performance. However, there is no statewide guaranteed transfer of credit.

- **Articulation Coordinating Committee Credit-By-Exam Equivalencies**

For information, see: <http://www.fldoe.org/articulation/>, please select “2009 Articulation Coordinating Committee Credit-by-Exam Equivalencies” under ‘K-12 to Postsecondary Transition’ which is listed under ‘Advising Resources’.

Also, see memo on [Credit-by-Exam](#).

- c. **Comparison of Florida’s Articulated Acceleration Mechanisms**

This report provides a comparison of dual enrollment, Advanced Placement (AP), and International Baccalaureate (IB) programs on eligibility requirements, instructor qualifications, credit transferability, funding and other issues. For more information, see: <http://www.fldoe.org/articulation/>, please select “Comparison of Florida’s Articulated Acceleration Programs” under ‘K-12 to Postsecondary Transition’ which is listed under ‘Advising Resources’.

- d. **Study on Acceleration Mechanisms in Florida**

In 2003, the Legislature passed House Bill 1739 which amended Section 1007.27, Florida Statutes, and required the State Board of Education to “conduct a review of the extent to which acceleration mechanisms authorized by this section are currently utilized by school districts and public postsecondary educational institutions.” The legislation further stipulated that “the report must include a summary of ongoing activities and a plan to increase and enhance the use of acceleration mechanisms as a way to shorten the length of time as well as the funding required for a student, including a student with a documented disability, to obtain a postsecondary degree.”

This report is arranged to address seven areas required by the bill:

- Advising regarding the availability of accelerated mechanisms options;
- Availability of acceleration mechanisms options to eligible students;
- Grading Practices, including weighting of courses, with regard to credit earned through acceleration mechanisms;
- Applicability of accelerated credit to postsecondary general education requirements;
- Extent to which class size reduction issues could be alleviated through the use of acceleration mechanisms;
- Funding for instruction associated with accelerated courses;

- Feasibility of providing students with credit-by examination opportunities upon completion of dual enrollment courses.

For more information, see:

http://www.fldoe.org/articulation/pdf/acc_accelerationstudy_1203.pdf.

V. Common Placement Testing

Section 1008.30, Florida Statutes, requires the State Board of Education to develop and implement a common placement testing program to assess the basic computation and communication skills of students who intend to enter a degree program at any institution within the State University System or Florida College System. This policy has been implemented by the Board through [Chapter 6A-10.0315](#), Florida Administrative Code.

Students whose test results are below established cut-scores will be required to enroll in college-preparatory coursework in the relevant communication or computation area. These cut-scores are:

Reading Comprehension	Standard Score = 83
Sentence Skills	Standard Score = 83
Elementary Algebra	Standard Score = 72

Legislation in 2008 (Senate Bill 1908) mandated that the State Board of Education adopt rules to require high schools to evaluate before the beginning of grade 12 the college readiness of each student who indicates an interest in pursuing postsecondary education with specific FCAT achievement levels. Results may be used to exempt later requirements for placement testing or to remediate students during their 12th grade year.

VI. Other Resources for Postsecondary Transition

a. Counseling for Future Education Handbook

This handbook is prepared and annually updated in response to needs expressed by school counselors for a simple, easy to understand, but comprehensive reference on postsecondary education in Florida. The Handbook is available exclusively on the web at: <http://www.fldoe.org/articulation/>, please select “Florida Counseling for Future Education Handbook” under ‘K-12 to Postsecondary Transition’ which is listed under ‘Advising Resources’.

b. High School Feedback Report

Each year, Florida attempts to answer the question of how well high school graduates are prepared for postsecondary education. The Office of Articulation, in conjunction with the K-20 Education Data Warehouse, has produced the *High School Feedback Report*. This document conveys a more comprehensive and current profile of college readiness, including pre-graduate and post-graduate indicators based on school, district and state data. In addition to a focused snapshot of graduates’ participation in a rigorous and well-planned curriculum, combined state university system, Florida College System, and Bright Futures data provides a more complete history of students’ best test scores.

For High School Feedback Report, see: <http://data.fldoe.org/readiness>.

c. Performance on Common Placement Tests

The purpose of this web-based report is to provide districts and schools with information about their graduates' performance on entry-level placement assessments at Florida's public postsecondary institutions. These reports include performance information for students who graduated from a public high school in Florida and attended a public college or university within the state during the academic year immediately following high school graduation. Summary reports are available by postsecondary institutions attended, by ethnicity and gender, by school district, and by school.

For Performance on Common Placement Tests, see: <http://www.fldoe.org/articulation/perfCPT>.

POSTSECONDARY AND 2+2 ARTICULATION

VII. 2+2 Articulation in Florida

a. Introduction

Florida has developed a seamless articulation system to facilitate efficient and effective progression and transfer of students between and among public postsecondary institutions. Presently, Florida's public postsecondary education system is comprised of 11 state universities, 28 community/state colleges, and 40 career education centers.

Rapid expansion of the university and community college systems in the 1960s and 70s made articulation between the two public systems essential. Initially, four universities were opened without lower divisions and the other five universities had severe restrictions on enrollments of freshman and sophomores. This resulted in the majority of baccalaureate degree students entering the system through Florida colleges. Even with the recent increases in lower division students attending state universities, Florida College System (formerly, Community College System) transfer students account for approximately half of baccalaureate degree recipients within the state university system. This "2+2" articulation system requires a commitment to mutual respect, equitable treatment of transfer students, and strong inter-institutional communication. The success of the "2+2" articulation system has been made possible by the development of several state policies to support it.

The **Florida Statewide Articulation Agreement**, established in 1971 and currently codified in [Section 1007.23, Florida Statutes](#), and [Chapter 6A-10.024, Florida Administrative Code \(F.A.C.\)/Board of Governors \(BOG\) Articulation Resolution](#), is the most comprehensive articulation agreement in the nation. Critical components of the statewide articulation agreement include:

- Defining the Associate of Arts Degree as the transfer degree;
- Establishing requirements for awarding degrees and degree definitions;
- Guaranteeing transfer of the general education block of credit;
- Creating the Articulation Coordinating Committee, its purpose, role, and membership;
- Guaranteeing transfer of credit via the Statewide Course Numbering System;

- Establishing a process for determining credit-by-examination equivalencies;
- Providing for Associate in Science degree articulation; and
- Establishing a common college transcript.

b. Transfer Student Rights

Students who graduate from an institution within the Florida College System with an Associate of Arts degree are guaranteed the following rights under the Statewide Articulation Agreement ([Chapter 6A-10.024, F.A.C./BOG Articulation Resolution](#)):

- Admission to one of the 11 state universities, except to limited access programs**;
- Acceptance of at least 60 semester hours by the state universities;
- Adherence to the university requirements and policies, based on the catalog in effect at the time the student first enters the Florida college, provided the student maintains continuous enrollment;
- Transfer of equivalent courses under the Statewide Course Numbering System;
- Acceptance by the state universities of credits earned in accelerated programs (e.g. Dual Enrollment, CLEP, Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education)
- No additional general education core requirements;
- Advance knowledge of selection criteria for limited access programs; and
- Equal opportunity with native university students to enter limited access programs.

** Note: Students who have received an AA degree at a from an institution within the Florida College System are guaranteed admission with 60 semester hours into the State University System. *HOWEVER, admission into a specific program at a given university may not be assured.* Some degree programs may include additional admission requirements (e.g., higher grade point average and/or higher test scores, additional courses or prerequisites, or auditions and/or portfolios). These programs are referred to as “limited access” programs. For more information, see: http://www.flbog.org/documents_meetings/0024_0063_0424_8.pdf.

c. Policies Relating to 2+2 Articulation

- **General Education**

[Section 1007.25, Florida Statutes](#), mandates that Florida colleges and universities identify 36 hours of general education in the areas of communication, mathematics, social sciences, humanities, and natural sciences. In addition, [Chapter 6A-10.024, F.A.C./BOG Articulation Resolution](#), further stipulates that “After a state university or Florida college has published its general education core curriculum, the integrity of that curriculum shall be recognized by the other public postsecondary institutions.”

General education programs in Florida, while constant at 36 hours for completion, vary widely in the selection of required courses. Students who transfer with an associate in arts or associate in science degree, or who have completed their block of 36 general education hours do not have to meet the receiving institution’s general education program requirements. If a student does not complete the general education core curriculum prior to transfer, each course taken at the initial institution will be reviewed individually to determine if it meets the general education requirements of the new institution.

- **Gordon Rule**

State Board of Education Rule [6A-10.030/BOG Articulation Resolution](#), establishes mathematics and English requirements for the Associate in Arts and the baccalaureate degrees. Specifically, the “Gordon Rule” requires students to successfully complete six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each undergraduate student must also successfully complete six (6) semester hours of mathematics coursework at the level of college algebra or higher. For purposes of this rule, a grade of C or higher shall be considered successful completion. Students with certain types of disabilities may request test modification.

Each institution designates the courses that fulfill the writing requirement of the Gordon Rule and submits them to the Statewide Course Numbering System. An institution to which a student transfers shall accept courses so designated as meeting the writing requirements of the Gordon Rule. In addition, for purposes of completing the requirements for general education, Gordon Rule, or program prerequisites, credit for specific course numbers awarded by exam should be treated no differently from credit earned in the same courses at the receiving institution. The requirement for successful completion of Gordon Rule courses with a grade of C or better applies to any transferable general education course, regardless of whether it is completed as part of an Associate of Arts Degree or an Associate in Science Degree.

- **Common Prerequisites**

In 1996, institutions of higher education in the state of Florida, under legislative mandate [[s. 1007.25\(5\), F.S.](#)] and through the direction of the Articulation Coordinating Committee, established a list of common prerequisite courses for every baccalaureate degree program. The purpose of such a list is to provide students, especially those who plan to transfer between institutions, with information regarding the courses that they will need to take to be admitted into upper division programs.

The Common Prerequisites Manual is a centralized compilation of program prerequisites that can be referenced by counselors and students in their academic planning. It is compiled annually in a format as established by the Oversight Committee of the Articulation Coordinating Committee.

Common Prerequisites and substitutions are for all public Florida institutions and apply to all students (native and transfer). Common Prerequisites are required components of the degree programs within the State University System or Upper Division programs of the Florida College System. Common Prerequisites for a specific academic program must be the same at all institutions in order to facilitate efficient transfer among all 39 public Florida public postsecondary institutions, except for specific program tracks and program exceptions approved by the Oversight Committee and the Articulation Coordinating Committee. For more information, see: <http://www.fldoe.org/articulation/>, please select “Common Prerequisite Manual” under ‘Postsecondary 2+2 Articulation’ which is listed under ‘Advising Resources’.

Each program of study listed in the Common Prerequisite Manual provides information regarding the required common prerequisites for that program. Some programs do not require common prerequisite courses. Others (referred to as Limited Access) may have additional requirements for acceptance into that program such as Grade Point Average or grades on specified courses. Students are advised to consult university catalogs, counseling manuals, and advisors at the receiving institution to ensure accurate academic planning. For program listing by alphabetical order, please select the 'Catalog Year' and then select "Program Listing by Alphabetic Order" which is listed under 'Index of Common Prerequisites by Program'.

Also, see [memos on Common Prerequisites:](#)

<http://www.fl DOE.org/articulation/pdf/fu0910cpm.pdf> and

http://www.fl DOE.org/articulation/pdf/Memo_CommonPrerequisites.pdf.

- **College-Level Academic Skills (CLAS)**

Senate Bill 1676 (effective July 1, 2009) eliminated the College-Level Academic Skills Test (CLAST) as an examination. The bill amended section 1007.25, Florida Statutes, to require that an associate in arts or baccalaureate degree may not be conferred upon any student who *fails to successfully complete one of the following requirements*:

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

College-level communication and mathematics skills were identified by the faculties of Florida colleges and state universities through the College-Level Academic Skills Project (CLASP). The skills have been adopted by the State Board of Education and are listed in [Chapter 6A-10.0316, F.A.C.](#)

VIII. Degree/Certificate Definitions and Articulation Flow Chart

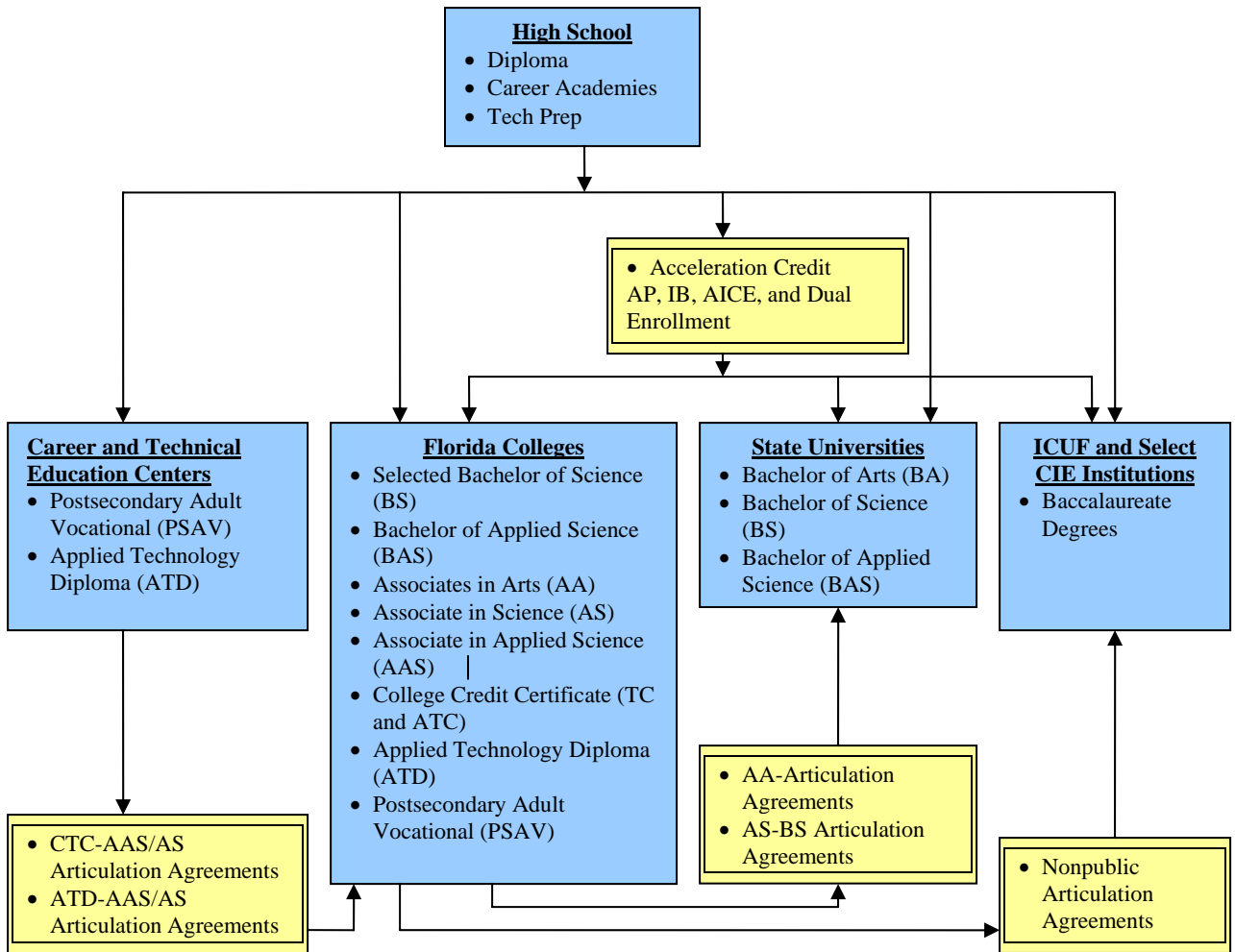
a. Definitions

- **Postsecondary Adult Vocational (PSAV)** - Job preparatory programs, excluding Continuing Workforce Education, through which a student receives a Postsecondary Adult Vocational certificate upon completion of instruction.
- **Applied Technology Diploma (ATD)** - Courses that are part of an AS or AAS degree and lead to employment in a specific occupation. An ATD may consist of either career and technical education credit or college credit.

- **Technical Certificate (TC)** - A program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program that prepares students for entry into employment.
- **Associate of Applied Science (AAS)** - Two-year technical degree indicating that a student has trained in a particular field and is prepared for employment.
- **Associate in Science (AS)** - Two-year technical degree that contains at least 15-18 credit hours of transferable general education.
- **Advanced Technical Certificate (ATC)** - A program of instruction of nine (9) hours or more but less than forty-five (45) credit hours of college-level courses; may be awarded to students who have already received an AS or AAS degree and are seeking an advanced specialized planning program of study to supplement their associate degree.
- **Associate in Arts (AA)** - Two-year degree that is designed for transfer. The AA is awarded by Florida colleges and state universities upon completion of 60 credit hours in a selected course of study, which includes the completion of a 36 credit hour general education program.
- **Bachelor of Applied Science (BAS)** - A four-year degree designed to accommodate the unique demands for entry and advancement within specific workforce sectors.
- **Bachelor of Science (BS)** - A four-year degree (typically 120 credit hours, with some exceptions) with a scientific emphasis.
- **Bachelor of Arts (BA)** - A four-year degree (typically 120 credit hours, with some exceptions) with a more broad liberal arts curriculum.

b. Articulation Flow Chart

The following articulation flow chart displays the standard pathways to the degrees listed above. Included are articulation policies that facilitate the award and transfer of credit between institutions and sectors.



IX. Baccalaureate Degrees Offered by Institutions within The Florida College System

Public and private postsecondary educational institutions play an essential role in improving the quality of life and economic well-being of the state and its residents. The educational needs of place-bound, nontraditional students have increased the demand for local access to baccalaureate degree programs. In 2001, legislation was enacted for institutions in The Florida College System to offer baccalaureate programs, with approval from the State Board of Education. [Section 1007.33, F.S.](#), was revised in 2009, and provides expanded information on criteria and procedures for adding baccalaureate degree programs. To view a list of baccalaureate degree offerings at Florida colleges, see: http://www.fldoe.org/CC/Students/bach_degree.asp. For current partnerships (concurrent-use) self reported by institutions within The Florida College System, please select the links under ‘Bachelor’s (or Higher) Degrees Offered by Four-Year Colleges & Universities’. For baccalaureate degrees awarded by Florida colleges, please scroll down within the link specified above to the section titled, ‘Florida College System Approved Bachelor’s Degree Programs’.

The Florida College System institutions offer bachelor’s degrees through two different approaches:

a. Baccalaureate Degrees Offered by Four-Year Colleges and Universities at The Florida College System Institutions (Concurrent/Joint Use Partnerships)

In many cases, bachelor's degrees offered at institutions within The Florida College System are provided through a partnership between The Florida College System institution and a public or private four-year institution. While the courses are taken on the Florida college campus or via distance learning, the degree is awarded by the partnering institution. Some Florida colleges have even established an on-site "university center" through which students may receive academic advising, financial aid assistance, and other student services.

b. Baccalaureate Degrees Awarded by Institutions within The Florida College System

Florida colleges have been granted authorization from the Legislature to seek approval from the State Board of Education to offer their own bachelor's degrees in certain areas (Section [1007.33](#), F.S.).

X. Bachelor of Applied Science Degree

a. Bachelor of Applied Science Degree Task Force

In accordance with the goals of the Florida Department of Education and the Florida College System's Strategic Plan, a Bachelor of Applied Science (BAS) Task Force was convened during the fall of 2005 and the spring of 2006 to examine existing BAS degree programs and to develop a common definition of the BAS degree for Florida's public higher education institutions. The Task Force, which consisted of representatives from the Office of the Florida Board of Governors, the State University System, the Division of Florida Colleges, and the Division of Career and Adult Education, the Florida College System, and the Florida Department of Education, met three times over a seven month period.

Academic quality, structural consistency, and articulation assurance were key factors that guided the work of the Task Force. Thoughtful research, discussion and deliberation resulted in unanimous agreement on a definition of the BAS degree for Florida, including descriptions of four degree structures currently in use. This BAS definition and associated degree structures will assist public institutions of higher education as they develop new BAS degrees designed to increase access to the baccalaureate and strengthen Florida's workforce and economy. For more information, see: <http://www.fldoe.org/CC/Students/PDF/taskForceReport.pdf>.

b. Definition

The following definition was developed by the BAS Task Force with special consideration for the issues of academic integrity, articulation, flexibility, workforce preparation, and applied learning:

The Bachelor of Applied Science (BAS) is the designated degree for flexible baccalaureate programs that are designed to accommodate the unique demands for entry and advancement within specific workforce sectors. BAS programs provide degree completion opportunities for students from a variety of educational backgrounds, but primarily those with AS degrees or the equivalent. BAS degree programs conform to all articulation conventions (including common course prerequisites, common course numbering, and

faculty credentialing in accordance with the Southern Association of Colleges and Schools). BAS degree programs typically include capstone experiences that provide opportunities for students to demonstrate the application of acquired knowledge, skills, and competencies.

c. Current Degree Structures

Nationally, and internationally, BAS degrees have been designed to address specific workforce needs. These needs are diverse--encompassing everything from skill development in written communication, oral communication, and critical thinking, to advanced knowledge and technical expertise within specific disciplines, to the need for training in management and administration.

After a thorough analysis of the purposes and characteristics of existing Florida BAS degrees the Task Force identified four distinct degree structures currently in use. These degree structures are described below with a preliminary statement to emphasize the fact that BAS degrees conform to the same statutory requirements, and meet the same quality standards, as all baccalaureate degrees in the state of Florida.

All BAS degrees require completion of Florida’s standard baccalaureate degree requirements (36 hours of General Education, demonstration of College Level Academic Skills, and demonstration of foreign language competence).

Models of BAS Degree	Focus
Inverted Baccalaureate	An upper-division focus on general education, electives, and an appropriate area of concentration
General Management	An upper-division focus on general business and management courses
Advanced Discipline and Management	An upper-division focus on advanced content in the discipline of the AS degree (or equivalent) and management courses
Discipline Saturation	An upper-division focus on advanced content in the discipline of the AS degree (or equivalent)

To view BAS degrees that are currently available, click on the following link:
<http://www.fldoe.org/CC/Students/Excel/appendixB.xls>.

XI. Statewide Articulation Agreements

a. Associate in Science (AS) to Bachelor of Science (BS) Degree Articulation Agreements

The Associate in Science (AS) degree is the career education degree offered by institutions within the Florida College System. It is a two-year degree intended to prepare students for the workforce. [Chapter 6A-10.024, F.A.C./BOG Articulation Resolution](#) authorizes several provisions for statewide articulation from an associate in science to a baccalaureate degree.

- **The Career Ladder Agreement**

Beginning Fall Term 2000, all graduates from institutions within the Florida College System with an associate in science degree program listed in the Statewide Articulation

Manual shall be granted admission to a public postsecondary institution in the program designated to articulate with their degree. This guarantee does not apply to limited access programs and those requiring specific grades on particular courses for admission. Each public postsecondary 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 students for admission into programs designated as limited access and those requiring specific grades on particular courses for admission.

- **The Interdisciplinary Capstone Agreement**

Florida College System graduates with an associate in science degree that articulates with an interdisciplinary capstone degree program in a specific Florida public or private institution shall be guaranteed admission to that program except for limited access programs and those requiring specific grades on particular courses for admission. All associate in science degree graduates who articulate under the interdisciplinary capstone agreement shall be treated equally, regardless of the Florida College System institutions from which they receive their degree. The general education component of the AS degree will maintain its integrity upon transfer to the interdisciplinary capstone program.

For a listing of specific statewide AS to Baccalaureate Agreements approved by the ACC, see: [Associate in Science to Baccalaureate Degree Articulation Agreements](#).

- b. Applied Technology Diploma (ATD) to Associate in Applied Science (AAS)/ Associate in Science (AS) Articulation Agreements**

The Applied Technology Diploma (ATD) consists of a course of study that is part of an associate in science (AS) or an associate in applied science degree (AAS), 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 career and technical education credit or college credit. The information related to the guaranteed transfer of credit between an applied technology diploma program and an associate in science or associate in applied science degree is included in this document. 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.

For a listing of specific statewide ATD to AAS/AS articulation agreements approved by the ACC, see: [ATD to AS and AAS Articulation Agreements](#).

- c. Postsecondary Adult Vocational Certificate (PSAV) to Associate Degree Articulation**

The Florida Legislature has placed an emphasis on career education and the articulation of programs between all sectors of education in order to maximize students' ability to progress from high school career education programs to postsecondary adult programs to associate and bachelor's degrees. The 2005 Career Education Study Task Force lead by Lt. Governor Toni Jennings strongly recommended strengthening statewide articulation at all levels.

In response to legislative interest in career education articulation, an Articulation Workgroup composed of representatives from school districts, Florida colleges and the Department of Education (DOE) was formed in April, 2005. The purpose of this workgroup was to look at the issues, review the current status of Postsecondary Adult Vocational Certificate (PSAV) to

associate degree articulation and make recommendations on statewide articulation. As a result of the initial meeting, the Department of Education surveyed all school district technical centers and institutions within the Florida College System to determine what articulation agreements currently exist for PSAV to associate degree transfer.

Survey findings indicated that over 250 local and regional articulation agreements were in place allowing students with school district career education certificates to receive credit in associate degree programs. While the prevalence of these local and regional agreements was a positive finding, the survey revealed a great deal of variance in the amount of credit awarded for the PSAV certificates and the degree programs to which the credit would apply.

Statewide faculty groups were convened to develop proposals for statewide PSAV to AAS/AS articulation agreements. Initial programs to be reviewed (Phase I) included those that were in high demand and/or high skill areas and included opportunities to build a career ladder. Each faculty group agreed upon a specific number of credits to be awarded upon transfer from each of the selected PSAV programs as well as the licensure exams and certifications required for validation of credit. The proposed agreements were then presented to the Articulation Coordinating Committee for review and approval.

For a listing of specific statewide PSAV to AAS/AS articulation Agreements approved by the ACC, see: http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

d. Industry Certification to Associate in Applied Science (AAS)/ Associate in Science (AS) Articulation Agreements

In an effort to establish educational pathways to promote student movement up the college and career ladder, the State Board of Education approved the first 3 Industry Certification to AAS/AS statewide articulation agreements on August 19, 2008:

- Engineering Technology
- Networking Services Technology
- Computer Engineering Technology

These agreements allow students who are progressing to the next level of education to earn a guaranteed number of college credits toward the AAS or AS degree. Each agreement ensures that the student has met a specified level of competency as validated by a third party (i.e. industry certification). As new “Gold Standard” industry certifications are identified, new agreements will continue to be established and approved.

A list of Industry Certification to AAS/AS statewide articulation agreements that have been approved by the State Board of Education can be viewed at: http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp.

e. Articulation Agreements with Private Colleges

- **Transfer Agreement with Independent Colleges and Universities of Florida**

The Florida College System has a transfer agreement with many of the Independent Colleges and Universities of Florida (ICUF). This allows AA degree graduates to transfer into a private college or university with the guarantee that a student will enter as a junior,

receive at least 60 credit hours toward the bachelor's degree, and receive recognition for the general education core that was completed at an institution within the Florida College System. Most of the 28 ICUF institutions have recognized this agreement.

To view a copy of the ICUF articulation agreement with the Florida College System, see: [Independent Colleges and Universities Articulation Agreement](#).

Individual articulation manuals of each participating ICUF institution can be viewed at: http://facts23.facts.org/florida/facts/Home_Page/Counselors_and_Educators/Advising_Manuals/Private_Institution_Articulation_Manuals!/ut/p/c5/04_SB8K8xLLM9MSSzPy8xBz9CP0os3iDEEtPfx9TQwN3Sz8DA093C38_M19_A38Dc_1wkA6gChzA0QAqDzPBI5DFEGiCu4eXgbezoaexmb6fR35uqn5Bdnaao6OiIgBW10vs/.

- **Other Statewide Agreements**

The Florida College System also has established articulation agreements with other private colleges and universities. To view specific agreements, see: <http://www.fldoe.org/articulation/articulation-agreement.asp>.

CONTACT INFORMATION

XII. Staff Contacts

a. Office of Articulation and Statewide Course Numbering System (SCNS)

Address: 325 West Gaines St., Suite 1401
Tallahassee, FL 32399-0400
Phone: (850) 245-0427
Website: <http://www.fldoe.org/articulation/default.asp>

b. Division of Florida Colleges

Address: 325 West Gaines St., Suite 1544
Tallahassee, FL 32399-0400
Phone: (850) 245-0407
Website: <http://www.fldoe.org/cc/>

c. Division of Career and Adult Education

Address: 325 West Gaines St., Suite 714
Tallahassee, FL 32399-0400
Phone: (850) 245-0446
Website: <http://www.fldoe.org/workforce>

d. Board of Governors

Address: State University System of Florida
325 West Gaines St., Suite 1614
Tallahassee, FL 32399-0400
Phone: (850) 245-0466

Website: <http://www.flbog.org/>

e. FACTS.org

Address: 325 West Gaines St., Suite 501

Tallahassee, FL 32399-0400

Phone: (850) 245-0518; Toll Free (866) 324-2618

Website: <http://www.facts.org/cgi-bin/eaglec?MDASTRAN=SW-HMMNE00>

f. Independent Colleges and Universities of Florida (ICUF)

Address: 542 East Park Avenue

Tallahassee, FL 32301

Phone: (850) 681-3188

Website: <http://www.icuf.org/>

g. Commission for Independent Education

Address: 325 West Gaines Street, Suite 1414

Tallahassee, Florida 32399-0400

Phone: (850) 245-3200; Toll Free: (888) 224-6684

Website: <http://www.fldoe.org/cie>