



Program Review

Associate in Science to Baccalaureate Transfer

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INTRODUCTION

The Florida College System (FCS) is comprised of 28 institutions with over 90 campuses or centers and course offerings at over 2,000 off-campus sites. This vast array of locations brings postsecondary education within commuting distance of 99 percent of the state's population. The institutions are under the direct control of local Boards of Trustees with system-wide coordination provided by the State Board of Education.

Florida's seamless articulation system facilitates efficient and effective progression and transfer of students between and among public and nonpublic postsecondary institutions. Florida's articulation policies are some of the most robust and comprehensive in the nation. Not only is there a guarantee of admission to a college or state university baccalaureate program for Associate in Arts (AA) degree earners in Florida, but there are also statewide articulation agreements for the transition of select Associate in Science (AS) earners into related baccalaureate programs.

In his February 2009 *Address to the Joint Session of Congress*, President Barack Obama issued a call to all Americans to complete at least one year of higher education.¹ As a result of added national and state interest in higher education through certificate and degree attainment and the goal to increase the number of Floridians with baccalaureate degrees, the need for revitalizing existing baccalaureate pathways and developing new ones is essential. Furthermore, now that The Florida College System has joined Complete College America, a national initiative aimed at increasing the number of Americans with a college degree, it is vital the system continues to build efficient pathways for AS completers to transfer to a related baccalaureate program.

The purpose of this program review is to identify ways to improve the process for AS to baccalaureate transfers in the FCS by: 1) describing current degree types and related legislation; 2) describing Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC) accreditation guidelines; 3) analyzing trends in AS enrollment, completion, and outcome data; and 4) reviewing results from a survey sent to articulation officers. Finally, next steps and conclusions are outlined in order to provide insight into improving the AS transfer process.

¹ Address to Joint Session of Congress. Retrieved from http://www.whitehouse.gov/the_press_office/Remarks-of-President-Barack-Obama-Address-to-Joint-Session-of-Congress/

BACKGROUND

According to section (s.) 1004.65, Florida Statutes (F.S.), the primary mission and responsibility of Florida colleges is responding to community needs for postsecondary academic education and career degree education. This mission and responsibility includes:

- Providing lower level undergraduate instruction and awarding associate degrees.
- Preparing students directly for careers requiring less than baccalaureate degrees. This may include preparing for job entry, supplementing of skills and knowledge, and responding to needs in new areas of technology. Career education in a Florida college shall consist of career certificates, credit courses leading to associate in science degrees and associate in applied science degrees, and other programs in fields requiring substantial academic work, background, or qualifications. A Florida college may offer career education programs in fields having lesser academic or technical requirements.
- Providing student development services, including assessment, student tracking, support for disabled students, advisement, counseling, financial aid, career development, and remedial and tutorial services, to ensure student success.
- Promoting economic development for the state within each Florida college district through the provision of special programs.

These different areas are addressed through the Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS) degrees, certificate programs, continuing workforce education, adult education and college preparatory courses, and recreation and leisure activities.

In addition to the traditional mission of the FCS, colleges have been authorized to offer baccalaureate degrees. Section 1007.33, F.S., requires colleges to maintain their primary mission and open-door admission policy for associate degrees. College baccalaureates are for the purpose of meeting district, regional, or statewide workforce needs. Colleges must demonstrate the need and demand for proposed baccalaureate programs through a rigorous approval process.

DEGREE TYPES

The 2010 edition of *Community College Week's* Top 100 Associate Degree Producers shows that colleges in the FCS continue as leaders in the total number of degrees conferred per institution. During 2009-10, 61,699 associate degrees were conferred in the FCS and, of those, 12,936 were AS degrees.

According to State Board Rule 6A-14.030, Florida Administrative Code (F.A.C), the following is a list of degree programs and definitions offered by Florida colleges.²

² State Board Rule 6A-14.030. Retrieved from <https://www.flrules.org/gateway/ruleNo.asp?id=6A-14.030>

Associate in Arts (AA) - Each college shall provide programs of instruction consisting of courses offered to freshmen and sophomores in baccalaureate programs. The courses shall be classified in the Community College Management Information System as advanced and professional courses. Satisfactory completion of courses within the programs shall be recognized by the award of units of measure called college credit. The associate in arts degree shall be awarded upon satisfactory completion of a planned program of sixty (60) college credits, and has been traditionally viewed as a transfer degree.

Associate in Science (AS) - Each college is authorized to provide programs of instruction consisting of college level courses to prepare for entry into employment. The courses shall be based in theory and of sufficient complexity and rigor to be college level. The courses shall be classified in the Community College Management Information System as advanced and professional courses or postsecondary vocational courses. The associate in science degree shall be awarded upon satisfactory completion of a planned program of study comprised of the standard credit hour length established, including demonstration of the attainment of predetermined and specified performance requirements, and subject to law and rule.

Associate in Applied Science (AAS) - Each college is authorized to provide programs of instruction consisting of college level courses to prepare for entry into employment. The courses shall be based in theory and be of sufficient complexity, rigor, and theory to be college level. The courses shall be classified in the Community College Management Information System as advanced and professional courses or postsecondary vocational courses. Satisfactory completion of courses within the programs shall be recognized by the award of units of measure called college credit. The associate in applied science degree shall be awarded upon satisfactory completion of a planned program of study comprised of the standard credit hour length established, including demonstration of the attainment of predetermined and specified performance requirements, and subject to law and rule. Both the AS and AAS have traditionally been viewed as terminal degrees.

College Credit Certificates - A Technical Certificate or college credit certificate is a program of instruction of less than sixty (60) credits of college level courses, which is part of an associate in science degree (AS) or an associate in applied science degree (AAS) program offered in the State of Florida and which prepares students for entry into employment.

In response to an identified need to increase baccalaureate degree production in Florida, the Legislature authorized community colleges to offer baccalaureate degrees in 2001. St. Petersburg College was the first community college to offer a baccalaureate degree and now over

half of the colleges offer at least one. Resulting from a series of legislative sessions, the Florida Community College System transitioned to The Florida College System but remains true to its primary mission, with baccalaureate enrollment comprising less than 2% of the total enrollment. To reflect their newly expanded program offerings, some community colleges changed their names. Now, the FCS is comprised of community colleges, colleges and state colleges. Section 1007.33, F.S., titled *Site-Determined Baccalaureate Degree Access*, established the approval process for college baccalaureate programs. The requirements of the colleges and the Florida Department of Education (FLDOE) are clearly delineated and activities must adhere to specified timelines.

According to the Statewide Articulation Manual, the following is a list of baccalaureate degree programs.³

Bachelor of Arts (BA) - A four-year degree (typically 120 credit hours, with some exceptions) with a broad liberal arts curriculum. The FCS does not currently offer any BA degrees.

Bachelor of Science (BS) - A four-year degree (typically 120 credit hours, with some exceptions) with a scientific emphasis. Exceptional student education, middle grades mathematics, engineering technology, and nursing are examples of BS program offerings in the FCS.

Bachelor of Applied Science (BAS) - A four-year degree (typically 120 credit hours, with some exceptions) designed to accommodate the unique demands for entry and advancement within specific workforce sectors. Information technology, supervision management, and public safety management are examples of BAS program offerings in the FCS.

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 SACS). BAS degree programs typically include capstone experiences that provide opportunities for students to demonstrate the application of acquired knowledge, skills, and competencies.⁴ The BAS Task Force endorsement of curriculum and standards for BAS degrees to align with the requirements and conventions of State University System (SUS) bachelor degrees was intended to help ensure student mobility and transfer, and access to graduate study.⁵ There are currently 19 colleges offering at least one BAS degree.

³ Statewide Articulation Manual. Retrieved from <http://www.fldoe.org/articulation/pdf/statewide-postsecondary-articulation-manual.pdf>

⁴ BAS Task Force Final Report. (2006). Retrieved from <http://www.fldoe.org/cc/students/PDF/taskForceReport.pdf>

⁵ Ibid.

Section 1007.01, F.S., establishes the legislative intent that students are provided opportunities to progress efficiently and effectively within the education system and to allow students to proceed toward their educational objectives as rapidly as their circumstances permit. In addition to the overarching intent, s. 1007.23, F.S., also includes provisions for the establishment of a statewide articulation agreement to preserve the long-standing “2+2” for AA earners as well as “guarantee the statewide articulation of appropriate courses within associate in science degree programs to baccalaureate degree programs.” State Board Rule 6A-10.024, F.A.C., details specific policies related to the “2+2,” AS degree requirements, and transfer to a baccalaureate degree. The increase in BAS offerings provides an opportunity to review and enhance articulation policies for AS and AAS.

CAREER AND TECHNICAL EDUCATION PROGRAMS

The federal government has recognized the contributions of career and technical education and the need to enhance transition opportunities. As a result of the passing of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins Act), there is more attention on career and technical education pathways or programs of study. The Perkins Act requires states to focus on the academic achievement of career and technical education students through strengthened connections between secondary and postsecondary education. The postsecondary component of a program of study includes the related pathway options through the baccalaureate degree, including BAS degrees offered in the FCS.

The range of career and technical education programs, including the AAS and AS, is dynamic, rather than static. As programs become obsolete, the economic climate changes, and/or student interest wanes, programs are subject to updating or termination. Likewise, new programs are added as appropriate, based upon economic development needs, and emerging technology. The Statewide Demand Occupation List is an important resource used by colleges when developing new programs.⁶ In cooperation with the Agency for Workforce Innovation, FLDOE identifies the education training codes or levels associated with the targeted occupations each year, including those identified to be high-skill and high-wage.

The Florida Center for Advising and Academic Success (FCAAS) maintains a database of certificate and degree offerings in Florida. Their Florida Academic Counseling and Tracking for Students (FACTS) website, available at www.facts.org, provides information on institutions, degree programs, admissions, financial aid, student services, and career resources. Current students can use the academic advising function to track credits earned, shop for different programs, and plan a degree.

⁶ Statewide Demand Occupation List. Retrieved from <http://edr.state.fl.us/Content/conferences/workforce/StatewideDemandOccupationsList.pdf>

In addition, the State Board of Education maintains statewide curriculum frameworks for every AAS and AS degree program offered in Florida colleges per State Board Rule 6A-6.0571, F.A.C., titled *Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks*. Once the curriculum framework is developed and approved, any college may offer the program based on the local or regional need and demand. The curriculum frameworks may be accessed at <http://www.fldoe.org/workforce/dwdframe/>. The established program length or total degree hours are required, meaning that colleges may not exceed the program lengths listed in the Program Length Document available at [http://www.fldoe.org/workforce/dwdframe/xls/2010-2011 CC Program Length.xls](http://www.fldoe.org/workforce/dwdframe/xls/2010-2011_CC_Program_Length.xls).

The AS and AAS degrees have the same technical curriculum, but the AS curriculum is specifically designed to prepare an individual for entry to the workforce and transfer to a related baccalaureate program. The AAS degree is primarily intended to prepare students for entry into the workforce. When the AAS was developed in Florida, it was intended to be a terminal-to-work degree while the AS would be dual purpose – career and transfer.

Since SACS requires at least 15 college credits of general education to be included in any associate degree, the resulting difference between the AAS and the AS in Florida is hardly distinguishable.⁷ According to s. 1004.02, F.S., for licensure purposes, the term "associate in science degree" is interchangeable with "associate in applied science degree."⁸

FINDINGS

FACULTY QUALIFICATIONS/SACS

Faculty credentials have historically been a constraining issue for transfer due to the recurrent argument that all faculty teaching courses intended for transfer must possess a master's degree in the discipline or a master's degree plus 18 graduate hours in the discipline, at a minimum. Comprehensive Standard 3.7.1 of SACS *Principles of Accreditation* reads as follows:⁸

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

⁷ SACS Principles of Accreditation. Retrieved from <http://www.sacscoc.org/pdf/PrinciplesOfAccreditation.PDF>.

⁸ Ibid.

When an institution defines faculty qualifications using faculty credentials, institutions use the following as guidelines:⁹

- (a) 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).
- (b) 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).
- (c) 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.

In some cases, these guidelines create a barrier to transfer due to the nature of the disciplines for which Florida colleges develop baccalaureates, specifically BAS degrees. Many times graduate-level programs are not available in the applied disciplines related to the BAS degrees.

To address this issue, the Division of Florida Colleges is spearheading an effort to bring more consistency to faculty credentialing protocols in Florida. To meet the needs of providing baccalaureate-level skills for the 21st Century workforce, the Division is working with colleges to bring a focus on measurable student learning outcomes, rather than on a rigid adherence to the traditional "Masters + 18" guideline, as the basis for and primary indicator of academic quality and degree integrity for the career and technical components of BAS programs.

ENROLLMENT, COMPLETION, AND EMPLOYMENT DATA

From 2003-04 to 2009-10, the number of FCS students enrolled in AS degree programs grew from 78,000 to over 103,000. The number of AS degrees earned annually grew from 10,000 to almost 13,000 during the same timeframe. **Exhibit 1** shows the breakdown in enrollment and completions in the FCS.

Exhibit 1: AS Program Enrollment and Completions

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Enrollment	78,225	76,366	77,256	83,050	80,659	83,796	103,741
Completions	10,548	10,934	11,596	11,403	12,135	12,055	12,936

Source: Florida College System Fact Book 2011

⁹ SACS Faculty Credential Guidelines. Retrieved from <http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf>

The FLDOE collects data on students after graduation through the Florida Education and Training Placement Information Program (FETPIP) database. In Fall 2008, most of the 2005-06 AS completers were found continuing their education enrolled in the FCS (62%), while 37% were enrolled in the State University System (SUS) and 5% in private colleges or universities. That same year, the enrollments were reversed for the AA completers. In Fall 2008, most of the AA completers were found continuing their education in the SUS (76%), while 27% were enrolled in the FCS and 6% in private colleges/universities. This comparison shows that the FCS is providing the AS transfers with access to baccalaureate degrees. Note that of those continuing their education in 2005-06, 85.2% of AS students were also employed, compared to 64.3% of AA students. See **Exhibit 2** for further information.

Exhibit 2: AS Program Completer Outcomes

Continuing Education in:	Associate in Science						Associate in Arts					
	2003-04		2004-05		2005-06		2003-04		2004-05		2005-06	
	#	%	#	%	#	%	#	%	#	%	#	%
Florida College System	858	58.1%	1,005	59.8%	1,141	61.6%	3,301	25.5%	4,599	22.2%	7,407	27.2%
District Postsecondary	89	6.0%	116	6.9%	93	5.0%	237	1.8%	272	1.3%	293	1.1%
State University System	583	39.5%	625	37.2%	683	36.9%	9,678	74.6%	16,131	77.8%	20,623	75.8%
Private College or University	78	5.3%	86	5.1%	99	5.3%	595	4.6%	1,217	5.9%	1,677	6.2%
Total Continuing their Education	1,476		1,680		1,851		12,969		20,727		27,198	
<i>Of those continuing education, those also found employed</i>	1,257	85.2%	1,416	84.3%	1,577	85.2%	8,800	67.9%	13,387	64.6%	17,482	64.3%

Note: Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.

Source: FETPIP Annual Outcomes Report

According to the *FCS Program Review – Level I Data Display*, the majority of AS transfers enrolled in the SUS upper division are in health science or business management programs.¹⁰

Exhibit 3 shows the mean cumulative grade point average for SUS students broken down by the type of student upon admission. In 2008-09, AS transfers had a higher cumulative GPA than AA transfers and SUS natives. Based on the numbers, when AS students transfer into the SUS, they are successful and obtain higher than average GPAs.

¹⁰ FCS Program Review – Level I Data Display. Retrieved from <http://fldoehub.org/CCTCMIS/c/Articulation/2006-08/table15.pdf>.

Exhibit 3: GPA for SUS Upper Division Students by Type of Student, 2008-09

	AA Transfer	AS Transfer	SUS Native
GPA	2.97	3.18	3.13

Source: State University System of Florida

Exhibit 4 shows baccalaureate enrollment in the FCS by degree type. Once a college begins baccalaureate programs, they show enrollment increases in each subsequent year. There is increasing opportunity for transfers, which can be addressed by formalized articulation policies. The pathway to a BS is generally an AA, while the BAS is more likely linked with one or several related AS degrees.

Exhibit 4: FCS Baccalaureate Enrollments by Degree Type

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
BS	717	908	1,248	1,540	2,242	3,242	5,124
BAS	511	884	1,209	1,957	3,091	4,806	8,044
Total	1,228	1,792	2,457	3,497	5,333	8,048	13,168

Source: Division of Florida Colleges

SURVEY RESULTS

In Fall 2010, the Division of Florida Colleges (Division) surveyed colleges regarding AS to BS/BAS articulation policies (see Appendix A). The purpose of the survey was to determine how AS to BS/BAS articulation policies were working and if there was a need to further address articulation at the state level. Colleges were directed to respond to survey questions as they apply to their institution. The total response rate was 89%, with 25 of the 28 colleges participating in the survey. Key findings indicate:

- 92% of responding colleges are very familiar or somewhat familiar with AS to BS/BAS articulation agreements.
- 72% of responding colleges have a state university in their service areas with BS program offerings where statewide articulation agreements exist.
- 56% of responding colleges have local AS to BS articulation agreements with the state university in their regions. Graphic design, nursing, legal studies, zoo animal technology, technology education, business administration, hospitality & tourism management, and early childhood education are among local offerings.
- 80% of responding colleges report using FACTS.org for transfer evaluation.

For students seeking to enroll in a Florida college, respondents identified the following barriers to transfer:

- Lack of alignment between AS and baccalaureate programs.

- Distance and time from the college or university.
- Mathematics and other prerequisites.
- College Level Academic Skills (CLAS) requirement completion.
- Lack of knowledge about the FCS baccalaureate programs.
- Cost of tuition and books.
- Difficulty for full-time workers.
- Traditional belief that AS degrees do not transfer.
- Limited number of program offerings.

For students seeking admission to a state university, respondents identified the following barriers to transfer:

- General education requirements.
- Additional prerequisites.
- Lack of alignment between AS and baccalaureate programs.
- Limited transferability.
- Lack of interest in SUS to articulate AS students.
- Awareness of programs.
- Cost and location.
- No public university in region.
- Lack of knowledge from advisors.

Finally, 88% of responding colleges feel there is a need to address AS to BS/BAS articulation. Automatic admission to BAS programs for AS completers, state-level articulation agreements, support from the state, marketing and information sessions for students, BAS degree expansion, and course by course articulation are among suggestions for addressing articulation issues.

NEXT STEPS

Florida has the policies and infrastructure in place to enable seamless transitions from the AAS and AS to the baccalaureate degree, however, barriers still exist. In order to ensure AS earners are afforded opportunities to progress to the baccalaureate degree, the following activities are either in progress or recommended.

Statewide

- The Articulation Coordinating Committee (ACC) and Higher Education Coordinating Council (HECC) will review and renew statewide articulation policies.
- The Articulation Coordinating Committee will assess the viability of statewide AS to BS articulation agreements and determine appropriate action.
- The Division of Florida Colleges will clarify and codify policies related to the transition of the AS degree to the baccalaureate degree within The Florida College System.

- The Florida College System will identify and effectively describe the differences between the AAS and the AS and assess the need for maintaining both degree types.
- The Division of Florida Colleges will revise the *Florida College System Guidelines and Procedures Manual's Guideline for Advising and Tracking Student Progression*, to include advising requirements for AS seekers.
- The Division of Florida Colleges will continue to monitor articulation data with more attention to the AAS and AS transfers.
- The Division of Florida Colleges will implement awareness initiatives to inform more Floridians of baccalaureate options in Florida colleges.

Florida Colleges

- Florida colleges should enhance academic advising for AS seekers and provide comprehensive information regarding baccalaureate options in the Florida College System and State University System.
- Florida colleges should continue to collaborate with partner universities to expand local AS to baccalaureate articulation agreements.
- Florida colleges should define the standard policies and procedures relating to AAS and AS course transfer, including explicit faculty credential criteria, and ensure all colleges are delivering a consistent message.

CONCLUSION

The need for increased baccalaureate degree production in Florida is uncontested and The Florida College System has begun to fill the void. However, issues related to effective and efficient pathways to the baccalaureate still exist for AS earners. Historically, the AS may have been considered solely a go-to-work degree but that is no longer true. Now, many careers require a baccalaureate degree for entry-level employment. The Florida College System has joined Complete College America, a national initiative aimed at increasing the number of Americans with a college degree, in recognition of the need for targeted policies and procedures at the state and local levels intended to increase persistence and completion rates. In order to improve completion rates, it is vital that The Florida College System continue to build efficient pathways for AS completers to transfer to a related baccalaureate.

Program Review

AS Transfer

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For more information please contact:

Dr. John Hughes, Associate Vice Chancellor for Evaluation

John.Hughes@fldoe.org, (850) 245-9482

Ms. Julie Alexander, Associate Vice Chancellor for Learning Initiatives

Julie.Alexander@fldoe.org, (850) 245-9523

Dr. Kathyrine Scheuch, Research Analyst

Kathyrine.Scheuch@fldoe.org, (850) 245-9456

Ms. Carrie Henderson, Intern

Carrie.Henderson@fldoe.org



Florida Department of Education

Florida Department of Education
Dr. Eric J. Smith, Commissioner
The Florida College System
Dr. Willis N. Holcombe, Chancellor
Dr. Judith Bilsky, Executive Vice Chancellor
Phone: (850) 245-0407
325 West Gaines Street, Suite 1544
Tallahassee, Florida 32399-0400
www.fldoe.org/cc/

Appendix A: Web Resources

Articulation Reports:

<http://www.fldoehub.org/CCTCMIS/c/Pages/0608artic.aspx>

AS To Baccalaureate Career Ladder Agreements:

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

BAS Task Force Report:

<http://www.fldoe.org/cc/students/PDF/taskForceReport.pdf>

Fact Book 2011:

<http://www.fldoehub.org/CCTCMIS/c/Documents/Fact%20Books/fb2011.pdf>

FACTS.org:

http://facts23.facts.org/florida/facts/Home_Page!/ut/p/c5/04_SB8K8xLLM9MSSzPy8xBz9CP0os3iDEEtPfx9TQwOLABdDA093dw8vA29nQ09jM_1wkA6gChzA0UDfzyM_N1W_IDuvHAD2LKau/dl3/d3/L2dBISEvZ0FBIS9nQSEh/

College Program Inventory:

http://www.fldoe.org/arm/cctcmis/pubs/codes/code_main.asp

Instruction and Student Services:

<http://www.fldoe.org/cc/postsecart.asp>

SACS Faculty Credentialing Guidelines:

<http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf>

SACS Principles of Accreditation:

<http://www.sacscoc.org/pdf/PrinciplesOfAccreditation.PDF>

State Board Rule 6A-14.030:

<https://www.flrules.org/gateway/ruleNo.asp?id=6A-14.030>

Statewide Articulation Manual:

<http://www.fldoe.org/articulation/pdf/statewide-postsecondary-articulation-manual.pdf>

Appendix B: AS to BS/BAS Transfer Survey Questions for Administrators

Knowledge of Articulation Policies

1. How familiar are you with statewide AS to BS/BAS articulation agreements?
2. Does the state university in your service area offer any BS programs where statewide articulation agreements exist?
3. If you answered yes to question 2, are your graduates transferring to those programs under the statewide articulation agreement?
4. Do you have any local AS to BS articulation agreements with the state university in your region?

Observations from Student Advising

5. How many students do you estimate are interested in transferring from an AS to a baccalaureate degree?
6. For AS students interested in obtaining a bachelors degree, to what type of institutions are they most interested in transferring?
7. Do you encourage AS students to use the FACTS.org 2+2 transfer evaluation?
8. If your college offers baccalaureate degrees, are AS degree earners enrolling directly in a baccalaureate degree program?
9. If your college offers baccalaureate degrees, do you have strategies in place to attract past AS earners back to baccalaureate programs?
10. On your campus, who do you communicate with regarding AS transfers?

Barriers to Transfer

11. For FCS baccalaureate programs, what barriers, in your opinion, prevent more students - who have an AS degree **and are interested in transferring** - from transferring to articulated baccalaureate programs? Please provide examples.
12. At the SUS level, what barriers, in your opinion, prevent more students - who have an AS degree **and are interested in transferring** - from transferring to articulated baccalaureate programs? Please provide examples.
13. Do you think there is a need to address AS to BS/BAS articulation?

Appendix C: State Board Rule for Awards in Community Colleges

6A-14.030, F.A.C. Instruction and Awards in Community Colleges

Community colleges are authorized to provide instruction and to confer degrees, certificates, and diplomas only as prescribed herein. Any degree program, certificate, or diploma program offered at a community college shall be offered at the established standard credit hour length. Revisions to the standard credit hour lengths and the lengths of new programs added to the Statewide Program Inventory list must be approved by the Division of Community Colleges.

(1) Associate in arts degree. Each community college shall provide programs of instruction consisting of courses offered to freshmen and sophomores in baccalaureate programs. The courses shall be classified in the Community College Management Information System as advanced and professional courses. Satisfactory completion of courses within the programs shall be recognized by the award of units of measure called college credit. The associate in arts degree shall be awarded upon satisfactory completion of a planned program of sixty (60) college credits, unless otherwise provided by law, after demonstration of the attainment of predetermined and specified performance requirements. Courses not accepted in the State University System shall not be included in the sixty (60) credits required for the degree.

(2) Associate in science degree. Each community college is authorized to provide programs of instruction consisting of college level courses to prepare for entry into employment. The courses shall be based in theory and of sufficient complexity, rigor, and theory to be college level. The courses shall be classified in the Community College Management Information System as advanced and professional courses or postsecondary vocational courses. Satisfactory completion of courses within the programs shall be recognized by the award of units of measure called college credit. The associate in science degree shall be awarded upon satisfactory completion of a planned program of study comprised of the standard credit hour length established, including demonstration of the attainment of predetermined and specified performance requirements, and subject to law and rule. Courses not accepted in the State University System shall not be included in the general education core required for the degree. Associate in science degrees that articulate with baccalaureate degrees under the provisions of paragraph 6A-10.024(6)(c), F.A.C., shall meet the specific provisions contained therein. The standard credit hour length of all associate in science degree programs shall be kept according to the Department of Education publication 2006-2007 Community College Programs with Standard Program Length which is hereby incorporated herein by reference to become effective with the effective date of this rule. Copies may be obtained through the Division of Community Colleges, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(3) Associate in Applied Science Degree. Each community college is authorized to provide programs of instruction consisting of college level courses to prepare for entry into employment. The courses shall be based in theory and be of sufficient complexity, rigor, and theory to be college level. The courses shall be classified in the Community College Management Information

System as advanced and professional courses or postsecondary vocational courses. Satisfactory completion of courses within the programs shall be recognized by the award of units of measure called college credit. The associate in applied science degree shall be awarded upon satisfactory completion of a planned program of study comprised of the standard credit hour length established, including demonstration of the attainment of predetermined and specified performance requirements, and subject to law and rule. The standard credit hour length of all associate in applied science degree programs shall be kept according to the Department of Education publication 2006-2007 Community College Programs with Standard Program Length.

(4) A Technical Certificate consisting of a program of instruction of less than sixty (60) credits of college level courses, which is part of an associate in science degree (A.S.) or an associate in applied science degree (A.A.S.) program offered in the State of Florida and which prepares students for entry into employment, may be awarded to students who evidence satisfactory completion of the program.

(5) An Applied Technology Diploma consisting of a course of study that is part of an associate in science degree (A.S.) or an associate in applied science degree (A.A.S.), is less than sixty (60) credit hours, and leads to employment in a specific occupation may be awarded to students who have met the requirements of that diploma. An applied technology diploma program may consist of either technical credit or college credit.

(6) An Advanced Technical Certificate consisting of 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 associate in science degree or an associate in applied science degree and are seeking an advanced specialized planning program of study to supplement their associate degree.

(7) Certificate of Professional Preparation. Community colleges may provide college level professional instruction, consisting of not less than nine (9) and not more than thirty (30) credit hours of courses and course equivalent modules, to prepare baccalaureate degree holders for licensure, certification, credentialing, examinations, or other demonstrations of competency necessary for entry into professional occupations. Satisfactory completion of these courses and modules shall be recognized by the award of units of measure called institutional credit. Institutional credit is postsecondary credit that is competency-based and has been assigned an instructional level of zero. Institutional credit is not intended for transfer outside of the Florida Community College System. Upon satisfactory completion of a planned program that has been approved by the Department of Education, including the demonstration of competencies and the attainment of predetermined and specific performance requirements, and subject to law and rule, the certificate of professional preparation shall be awarded. If a community college is authorized to award a baccalaureate degree in the subject area of the certificate of professional preparation, then the college may award upper division college credit for such instruction in lieu of institutional credit.

(8) Career and Technical Certificate. Each community college and postsecondary technical center may provide programs of instruction consisting of noncollege level courses to prepare for entry into employment. The courses shall be classified in the Community College Management Information System as postsecondary adult career and technical courses. Satisfactory completion of courses within the programs shall be recognized by the award of units of measure called technical credit. Upon satisfactory completion of a planned program, including the demonstration of the attainment of predetermined and specified performance requirements, and subject to law and rule, the career and technical certificate shall be awarded.

(9) Continuing Workforce Education. Each community college may provide continuing education instruction tailored to individual needs and designed to improve job performance. Such instruction shall be classified in the Community College Management Information System as continuing workforce education, a noncredit classification.

(10) High school diploma. Each community college with responsibility for adult basic and secondary instruction, shall provide adult basic and secondary instruction as defined in Section 1004.02, Florida Statutes. Such instruction shall be classified in the Community College Management Information System as adult basic and secondary, a noncredit classification. Upon satisfactory completion of a planned high school program, including the demonstration of the attainment of predetermined and specified performance requirements, and subject to law and rule, the high school diploma shall be awarded.

(11) Preparatory instruction. Each community college shall provide, according to the needs of its students, instruction to remedy deficiencies in the knowledge and skills judged necessary upon entry into a degree or certificate program of instruction in order to progress satisfactorily through the program. Such instruction shall be classified in the Community College Management Information System as preparatory. Satisfactory completion of such instruction shall be recognized by the award of units of measure called preparatory credit.

(a) College preparatory. Preparatory instruction for students to enroll in college credit instruction shall be classified in the Community College Management Information System as college preparatory. Satisfactory completion of such instruction shall be recognized by the award of units of measure called college preparatory credit.

(b) Vocational preparatory. Preparatory instruction for students to enroll in technical credit instruction shall be classified in the Community College Management Information System as vocational preparatory. Satisfactory completion of such instruction shall be recognized by the award of units of measure called vocational preparatory credit.

(12) Lifelong learning instruction. Each community college shall provide instructional activities to address community social and economic issues related to health and human relations, government, parenting, consumer economics, and senior citizens. Such instructional activities

shall be classified in the Community College Management Information System as lifelong learning, a noncredit classification.

(13) Recreational and leisure time instruction. Each community college shall provide instructional activities to develop recreational or leisure time skills. Such instructional activities shall be classified in the Community College Management Information System as recreational and leisure time, a noncredit classification.

(14) These provisions shall not prevent community colleges from conferring honorary degrees, certificates, or diplomas.

Specific Authority 1001.02(1), (9)(c), (d), 1001.03(12), 1004.02 FS. Law Implemented 1001.03(12), 1004.91, 1004.93 FS. History—Formerly 6A-8.50, Repromulgated 12-19-74, Amended 8-27-84, 8-29-85, Formerly 6A-14.30, Amended 5-14-91, 11-10-92, 5-2-95, 2-13-96, 12-30-99, 5-3-01, 7-20-04, 6-20-07.

Appendix D: State Board Rule for Assessment Procedures

6A-10.030, F.A.C. Other Assessment Procedures for College level Communication and Computation Skills

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

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

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

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

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

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

Specific Authority 1001.02(1), (2)(n) FS. Law Implemented 1001.02 FS., Section 15, Chapter 87-212, Laws of Florida. History—New 1-11-82, Formerly 6A-10.30, Amended 6-8-88, 12-18-05.

Appendix E: Articulation Agreements

The State Board of Education approved the listed Statewide Career and Technical Education Articulation Agreements. This supports the Department's Next Generation Areas of Focus effort Number 3 —“to expand opportunities for postsecondary degrees and certificates.” These agreements are intended to be a minimum guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements.

PSAV Program to AAS/AS Degree

- Accounting Operations
- Administrative Assistant / Legal Administrative Specialist / Medical Administrative Specialist
- Architectural Drafting
- Automotive Service Technology
- Brick & Block Masonry
- Building Construction Technologies
- Business Computer Programming
- Carpentry
- Commercial Foods and Culinary Arts
- Computer Systems Technology
- Correctional Officer
- Digital Design
- Digital Printing Technology
- Early Childhood Education
- Electrician
- Electronic Business Enterprise
- Fire Fighter II
- Fire Sprinkler System Technology
- Industrial Electricity
- Landscape Mgt/Sports & Recreational Turf Mgmt - Golf Course Operations
- Landscape Mgt/Sports & Recreational Turf Mgmt - Landscape & Horticulture Technology
- Law Enforcement Officer
- Mechanical Drafting
- Multimedia Design Technology
- Network Support Services (Computer Engineering Technology)
- Network Support Services (Networking Services Technology)
- Network Systems Administration (Computer Engineering Technology)
- Network Systems Administration (Networking Services Technology)
- Practical Nursing
- PC Support Services (Computer Engineering Technology)
- PC Support Services (Computer Information Administrator)

- PC Support Services (Networking Services Technology)
- PC Support Services (Office Administration)
- Plumbing Technology
- Printing & Graphics Communications
- Refrigeration Technology
- Structural Drafting
- Web Design (Graphics Technology)
- Web Design (Internet Services Technology)
- Web Programming Services (Computer Programming & Analysis)
- Web Programming Services (Internet Services Technology)
- Wireless Telecommunications (Computer Engineering Technology)
- Wireless Telecommunications (Networking Services Technology)

Industry Certification to AAS/AS Degree

- ADDA Drafter Certification (AMDDA001) to Architectural Design and Construction Technology
- ADDA Drafter Certification (AMDDA001) to Drafting and Design Technology
- ASE Auto/Light Truck Tech: Engine Repair (A1) (NIASE010) to Automotive Service Management Technology
- ASE Auto/Light Truck Tech: Automatic Transmission/Transaxle (A2) (NIASE005) to Automotive Service Management Technology
- ASE Auto/Light Truck Tech: Manual Drive Train and Axles (A3) (NIASE012) to Automotive Service Management Technology
- ASE Auto/Light Truck Tech: Steering and Suspension (A4) (NIASE014) to Automotive Service Management Technology
- ASE Auto/Light Truck Tech: Brakes (A5) (NIASE007) to Automotive Service Management Technology
- ASE Auto/Light Truck Tech: Electrical/Electronic Systems (A6) (NIASE008) to Automotive Service Management Technology
- ASE Auto/Light Truck Tech: Heating and Air Conditioning (A7) (NIASE011) to Automotive Service Management Technology
- ASE Auto/Light Truck Tech: Engine Performance (A8) (NIASE009) to Automotive Service Management Technology
- Associate Level Certified Electronic Technician (ISCET001) to Electronic Engineering Technology
- Autodesk Certified Associate - AutoCAD (ADESK016) to Drafting and Design Technology
- Autodesk Certified Associate - AutoCAD Architecture (ADESK017) to Architectural Design and Construction Technology
- Autodesk Certified Associate - AutoCAD Architecture (ADESK017) to Drafting and Design Technology
- Certified Culinarian (ACFED002) to Culinary Management

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- Certified Culinarian (ACFED002) to Restaurant Management
- Certified Horticulture Professional (FNGLA001) to Landscape and Horticulture Technology
- Certified Internet Web (CIW) Associate Design Specialist (PROSO001) to Computer Programming and Analysis
- Certified Internet Web (CIW) Associate Design Specialist (PROSO001) to Internet Services Technology
- Certified Internet Web (CIW) E-Commerce Designer (PROSO003) to E-Business Technology
- Certified Internet Web (CIW) Master Designer (PROSO004) to Graphics Technology
- Certified Internet Web (CIW) Master Designer (PROSO004) to Internet Services Technology
- Certified Internet Web (CIW) Application Developer (PROSO005) to Computer Programming and Analysis
- Child Development Associate (CPREC001) to Early Childhood Education
- Cisco Certified Network Associate (CCNA) (CISCO004) to Computer Engineering Technology
- Cisco Certified Network Associate (CCNA) (CISCO004) to Network Services Technology
- Cisco Certified Network Professional (CCNP) (CISCO005) to Computer Engineering Technology
- Cisco Certified Network Professional (CCNP) (CISCO005) to Networking Services Technology
- Cisco Certified Network Professional (CCNP) (CISCO005) to Telecommunications Engineering Technology
- CompTIA A+ (COMPT001) to Computer Engineering Technology
- CompTIA A+ (COMPT001) to Computer Information Technology
- CompTIA Network+ (COMPT006) to Computer Engineering Technology
- CompTIA Network+ (COMPT006) to Networking Services Technology
- CompTIA Security+ (COMPT008) to E-Business Technology
- CompTIA Server+ (COMPT009) to Computer Information Technology
- CompTIA Server+ (COMPT009) to Networking Services Technology
- FAA Airframe Mechanic (FEDAA004) to Aviation Maintenance Management
- FAA Private Pilot (FEDAA011) to Professional Pilot Technology
- Microsoft Certified Desktop Support Technician (MCDST) (MICRO006) to Computer Engineering Technology
- Microsoft Certified Desktop Support Technician (MCDST) (MICRO006) to Computer Information Technology
- Microsoft Certified Desktop Support Technician (MCDST) (MICRO006) to Networking Services Technology
- Microsoft Certified Systems Engineer (MCSE) (MICRO012) to Computer Information Technology
- Microsoft Certified Systems Engineer (MCSE) (MICRO012) to Networking Services Technology

- Microsoft Certified Systems Engineer - 2003 (MCSE-3003) (MICRO013) to Computer Engineering Technology
- Microsoft Office Master (MOM) (MICRO017) to Office Administration
- Microsoft Certified IT Professional (MCIT) Consumer Support Technician (MICRO027) to Computer Information Technology Microsoft Certified IT Professional (MCIT) Server Administrator (MICRO034) to Computer Engineering Technology
- Microsoft Certified IT Professional (MCIT) Server Administrator (MICRO034) to Networking Services Technology
- Microsoft Certified Professional Developer (MCPD) - Windows Developer (MICRO044) to Computer Programming and Analysis
- Microsoft Certified Systems Administrator (MCSA) - Windows Server 2003 (MICRO046) to Networking Services Technology
- MSSC Certified Production Technician (MSSCN001) to Electronics Engineering Technology
- MSSC Certified Production Technician (MSSCN001) to Engineering Technology
- MSSC Certified Production Technician (MSSCN001) to Manufacturing Technology
- NCCER Construction Technology (NCCER008) to Architectural Design and Construction Technology
- NCCER Construction Technology (NCCER008) to Building Construction Technology
- NCCER Project Management (NCCER027) to Carpentry Management
- NCCER Project Management (NCCER027) to Plumbing Management
- Oracle Certified Associate (OCA) (ORACL001) to Database Technology
- ServSafe© Certified Professional Food Service Manager (NRAEF003) to Culinary Management
- ServSafe© Certified Professional Food Service Manager (NRAEF003) to Restaurant Management
- 25 additional agreements approved by SBE on 6/15/2010
- 17 additional agreements to be approved by SBE on 12/17/2010

AS to Baccalaureate Degree Articulation Agreements

- Radiography to Radiologic Technology
- Nursing to Nursing
- Hospitality and Tourism Management to Hospitality Administration/Management
- Electronics Engineering Tech. to Electronics Engineering Technology or Electronics Engineering General
- Business Administration to Business, General or Business Admin. & Management
- Computer Engineering Tech. to Information Systems Technology
- Construction Technology/Graphics Communication Technology/Drafting and Design Technology/Transportation Technology to Technology Teacher Education
- Criminal Justice Technology to Criminal Justice

Applied Technology Diploma to Associate in Applied Science or Associate in Science Program Articulation

- Customer Service Technology to Customer Relationship Management
- Emergency Medical Technician (Basic) to Emergency Medical Services
- Family Health Support Worker to Human Services
- Health Care Services to Health Services Management
- Medical Clinical Laboratory Technician to Medical Laboratory Technician
- Medical Coder/Biller to Health Information Management or Office Administration – Medical Office Specialization
- Medical Records Transcribing to Office Administration – Medical Office Specialization
- Pest Control Operations to Landscape Technology – Pest Control Specialization
- Pharmacy Technician to Pharmacy Management
- Travel and Tourism Management to Travel and Tourism Management
- Turf Equipment Technology to Turf Equipment Management
- Unit Treatment and Rehabilitation to Human Services