

Statewide Articulation Manual



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STATEWIDE ARTICULATION MANUAL

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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, and strengthening 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, sustaining, and strengthening 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 collaboratively establish and adopt policies with input from statewide K-20 advisory groups established by the Commissioner of Education and the Chancellor of the State University System and make recommendations to the Legislature relating to:

- (a) The alignment between the exit requirements of one education system and the admissions requirements of another education 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), established by s. 1007.01(3), F.S., is a K-20 advisory body appointed by the Commissioner of Education and Chancellor of the State University System. 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 Higher Education Coordinating Council, the State Board of Education, and the Board of Governors.

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 s. 1007.01(3), Florida Statutes are:

- a. Monitor the alignment between the exit requirements of one education system and the admissions requirements of another education system into which students typically transfer and make recommendations for improvement.
- b. Propose guidelines for interinstitutional agreements between and among public schools, career and technical education centers, Florida College System institutions, state universities, and nonpublic postsecondary institutions.
- c. Annually recommend dual enrollment course and high school subject area equivalencies for approval by the State Board of Education and the Board of Governors.
- d. Annually review the statewide articulation agreement pursuant to s. 1007.23 and make recommendations for revisions.
- e. Annually review the statewide course numbering system, the levels of courses, and the application of transfer credit requirements among public and nonpublic institutions participating in the statewide course numbering system and identify instances of student transfer and admissions difficulties.
- f. Annually publish a list of courses that meet common general education and common degree program prerequisite requirements at public postsecondary institutions identified pursuant to s. 1007.25.
- g. Foster timely collection and reporting of statewide education data to improve the K-20 education performance accountability system pursuant to ss. 1001.10 and 1008.31, including, but not limited to, data quality, accessibility, and protection of student records.
- h. Recommend roles and responsibilities of public education entities in interfacing with the single, statewide computer-assisted student advising system established pursuant to s. 1006.735.

- i. Make recommendations regarding the cost and requirements to develop and implement an online system for collecting and analyzing data regarding requests for transfer of credit by postsecondary education students. The online system, at a minimum, must collect information regarding the total number of credit transfer requests denied and the reason for each denial. Recommendations shall be reported to the President of the Senate and the Speaker of the House of Representatives on or before January 31, 2015.

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.

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 (12 state universities, 28 Florida College System institutions, 25 participating nonpublic postsecondary institutions, and 46 Career 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 four 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.

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.

Since the initial implementation of the SCNS, specific disciplines or types of courses have been exempted from the guarantee of transfer for equivalent courses. These include varying topics

courses that must be evaluated individually, and applied courses in which the student must be evaluated for mastery of skill and technique. The following courses are exceptions to the general rule for course equivalencies and may not transfer. Transferability for these courses is at the discretion of the receiving institution.

* 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.

1. Courses not offered by the receiving institution.
2. For courses at non-regionally accredited institutions, courses offered prior to the established transfer date of the course in question.
3. Courses in the _900-999 series are not automatically transferable, and must be evaluated individually. These include such courses as Special Topics, Internships, Apprenticeships, Practica, Study Abroad, Thesis and Dissertations.
4. College preparatory and vocational preparatory courses.
5. Graduate courses.
6. Internships, apprenticeships, practica, clinical experiences and study abroad courses with numbers other than those ranging from 900-999.
7. Applied courses in the performing arts (Art, Dance, Interior Design, Music, and Theatre) and skills courses in Criminal Justice (academy certificate courses) are not guaranteed as transferable. These courses need evidence of achievement (i.e., portfolio, audition, interview, etc.). The specific categories or courses that are not guaranteed to transfer are as follows:

| | |
|---------|---|
| Art | Courses prefixed ART are not guaranteed transferable. |
| Dance | Courses prefixed DAA are not guaranteed transferable. |
| Music | Courses prefixed MVB, MVH, MVJ, MVK, MVO, MVP, MVS, MVV, and MVW are not guaranteed transferable. |
| Theatre | Courses prefixed TPP with numbers ranging from 000-299 are not guaranteed transferable. |

c. Non-regionally Accredited Institution Participation in SCNS

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 SCNS.

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.](#)].

Faculty Credentials

[Section 1007.24\(7\), F.S.](#) 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 in the SCNS 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). |
| 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/>)

Nonpublic Institutions on the SCNS 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. Because 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 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 the SCNS numbering scheme?**
Participating nonpublic institutions 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 credentials 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 (i.e., it 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 4 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.fldoe.org>) in the “Latest News” section there is a monthly-updated report of non-regionally accredited institution courses.

III. Course Code Directory

a. Purpose

State Board of Education Rule 6A-1.09441, Florida Administrative Code, authorizes the Course Code Directory (CCD), which 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.fldoe.org/articulation/CCD/default.asp>.

b. New Course Submission Forms

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 request form, course description and evidence of school board approval to:

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

- [Submission Form \(Word\) \(New Regular Course\)](#)

SECONDARY TO POSTSECONDARY TRANSITION

IV. Acceleration Mechanisms

a. Dual Enrollment

Dual enrollment is defined as “the enrollment of a student in grades 6-12 or a 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](#)). Applied academics for adult education instruction, developmental education, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill

rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

Student eligibility criteria for participation in dual enrollment include passage of a College 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. Universities may establish higher standards within their designated articulation agreements.

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 1007.271(10), 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. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled pursuant to this subsection are exempt from the payment of registration, tuition, and laboratory fees.” These students are treated in the same fashion as regular dual enrollment students.

- **Dual Enrollment Articulation Agreements**

The Dual Enrollment Articulation Agreement (DEAA) 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 Dual Enrollment Articulation Agreements. Pursuant to Section 1007.271(21), 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/DualEnrollmentArticulationAgreement.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>.

- i. **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.

- ii. **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>.

- iii. **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

Pursuant to Section 1007.27(6), F.S., the Department of Education annually identifies and publishes the minimum scores, maximum credit, and course or courses for which credit is awarded for each College Level Examination Program (CLEP) subject examination, College Board Advanced Placement Program examination, Advanced International Certificate of Education examination, and International Baccalaureate examination. This provides for smooth articulation through statewide consistency of credit awarded. All individual examinations are reviewed by 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(5), 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(7), 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(8), 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 more information on Credit by Exam Equivalencies, see:
<http://www.fl DOE.org/articulation/pdf/ACC-CBE.pdf>

Also, see memo on Credit-by-Exam and Board of Governors Regulation 6.006.

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.fl DOE.org/articulation/pdf/cfaap.pdf>.

V. Common Placement Testing

Section 1008.30, Florida Statutes, requires the State Board of Education, in conjunction with the Board of Governors, 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. Policy for state universities is found in Board of Governors Regulation 6.008

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:

| | |
|--|-------------------------------------|
| Florida Postsecondary Education | |
| Readiness Test | Standard Score |
| Reading | 106 |
| Writing | 103 |
| Mathematics | 114 (Intermediate Algebra) |
| | 123 (College Algebra or Equivalent) |
| College Placement Test | |
| Reading Comprehension | 83 |
| Sentence Skills | 83 |
| Elementary Algebra | 72 |
| *SAT-I, The College Board | |
| Verbal | 440 |
| Mathematics | 440 |
| Enhanced ACT, American College Testing Program | |
| Reading | 19 |
| English | 17 |
| Mathematics | 19 |
| *State universities are to use the following SAT cut-scores: | |
| Writing | 440 |
| Mathematics | 440 |
| Critical Reading | 440 |

Legislation in 2011 ([2011-175, Laws of Florida](#)) 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 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. The high school shall use the results of the test to advise the students of any identified deficiencies and require 12th grade students appropriate postsecondary preparatory remedial instruction prior to high school graduation. The instruction provided will encompass Florida's Postsecondary Readiness Competencies.

A score of 262 on Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading demonstrates readiness for college-level coursework in reading and writing. Students who have achieved such a score and enroll in an institution within 2 years of achieving such a score are exempted from taking the reading and writing subtests of the Florida Postsecondary Education Readiness Test. For students attending a state university, this requirement only applies to dually enrolled students.

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: <https://www.flvc.org/advising-manuals/counseling-for-future-education-handbook>

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 the 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 12 state universities, 28 community/state colleges, and 46 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 an upper division program at a state university or Florida College System institution if it offers baccalaureate degree programs, except to limited access programs**;
- Acceptance of at least 60 semester hours by the state universities and Florida College System baccalaureate degree-granting institutions;
- Adherence to the university or college 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 and baccalaureate degree-granting Florida College System institutions 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 or general education institutional 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 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.* Additionally, some degree programs require specific lower division coursework outside of common prerequisites. Depending upon a student’s course selection, the 60 hours earned in the A.A. will be accepted; however, not all of the credit may apply towards a student’s degree program.

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 it specifies that beginning in 2015-2016 and thereafter, each student must complete at least one identified core course in each subject area as part of the general education course requirements. Courses accepted as core general education courses are found in [Board of Governors Regulation 8.005](#) and [Chapter 6A-14.0303, Florida Administrative Code](#).

[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 general education core requirements and the total 36 hours for completion, vary widely in the selection of institutionally 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. Additionally, if a student takes a core general education course and transfers, the receiving institution must accept the course and not require an additional course in that general education core subject area. If a student does not complete the total 36 hour general education curriculum prior to transfer, each course, outside of courses taken as general education courses, 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](#)/ Board of Governors Regulation 6.017, 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.flvc.org/advising-manuals/common-prerequisite-manual/>

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.fldoe.org/articulation/pdf/fu0910cpm.pdf> and
http://www.fldoe.org/articulation/pdf/Memo_CommonPrerequisites.pdf.

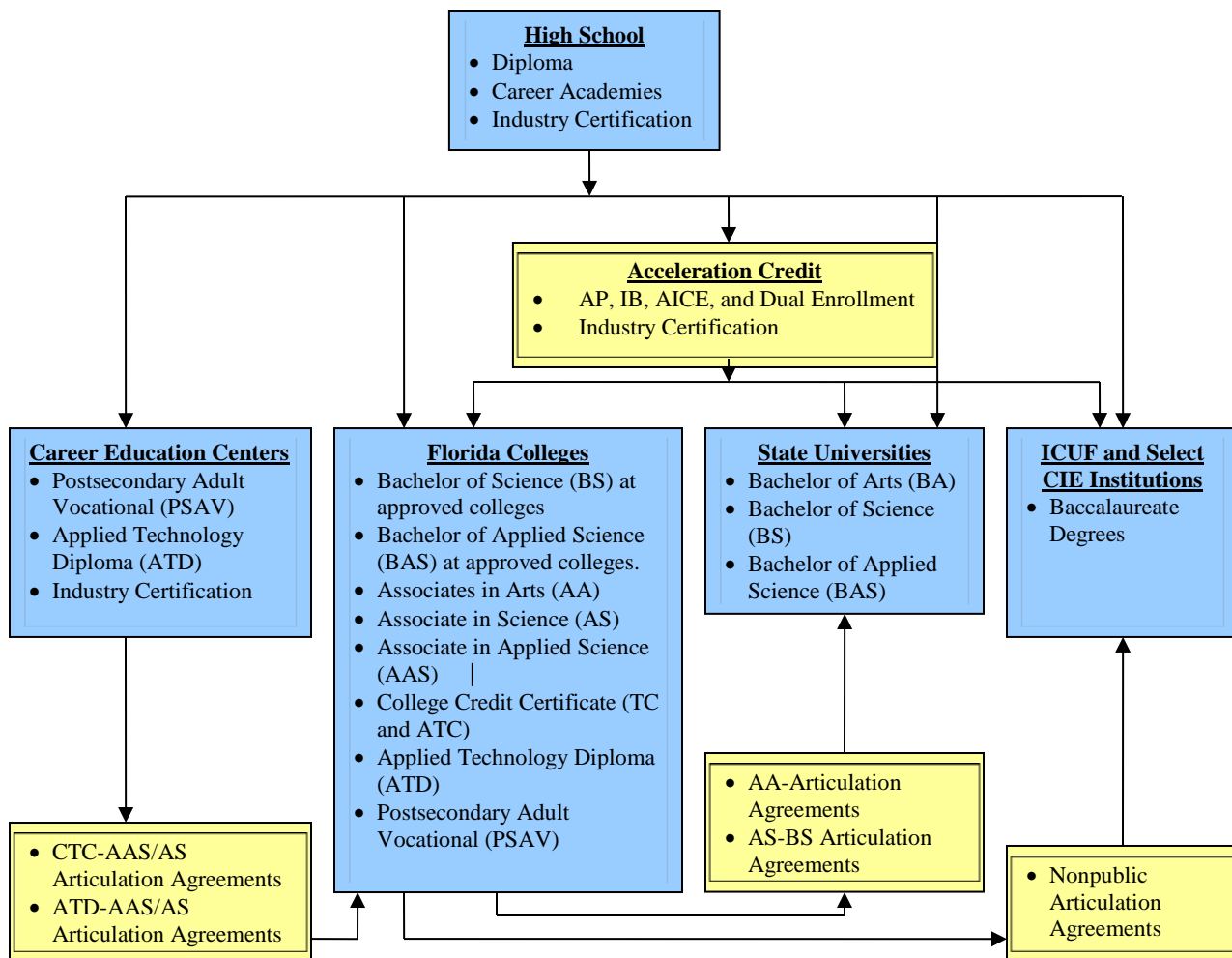
VIII. Degree/Certificate Definitions and Articulation Flow Chart

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 clock hour 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 prepares for entry into employment and also serves a basis for admission to a related bachelor's degree.
- **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 allowing 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 Florida College System institutions to see approval to add baccalaureate degree programs. To view a list of baccalaureate degree offerings at Florida colleges, see: http://www.fldoe.org/CC/Students/bach_degree.asp

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

a. Baccalaureate Degrees Offered by Four-Year Colleges and Universities at 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. To view the 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' at http://www.fldoe.org/CC/Students/bach_degree.asp.

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.). To view the baccalaureate degrees awarded by Florida colleges, please scroll down within the link specified above to the section titled, 'Bachelor's Degrees Awarded by a Florida College'

X. 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](#).

In addition, the AS degree is considered fully transferable within the Florida College System, and many Florida college baccalaureate degree programs are directly aligned with related AS degrees.

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 clock hour 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.

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

- There are several acceleration methods associated with Industry Certification. These acceleration opportunities 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 acceleration opportunity requires the student to demonstrate mastery of a specified level of competency. One example of this method is the Gold Standard Articulation Agreement, which includes identified industry certifications. As new agreements are developed they are added to the articulation list.
- A list of Gold Standard Articulation Agreements and their identified industry certifications approved by the State Board of Education can be viewed at: http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp . Rule: 6A-10.0401. The above link provides information on certain additional Career and Technical Education articulation options.

- Additional acceleration methods involving certifications may be found here:
<http://www.fldoe.org/workforce/indcert.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 31 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: <https://www.flvc.org/advising-manuals/statewide-articulation-agreements>

- **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. Independent Colleges and Universities of Florida (ICUF)

Address: 542 East Park Avenue
Tallahassee, FL 32301
Phone: (850) 681-3188
Website: <http://www.icuf.org/>

f. 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>