



Statewide Postsecondary Articulation Manual

Richard Corcoran, Commissioner

Comments and proposed changes should be directed to:

Office of Articulation

Florida Department of Education

325 West Gaines Street, Suite 701

Tallahassee, Florida 32399-0400

<http://www.fldoe.org/policy/articulation>

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INTRODUCTION

Articulation in Florida is a set of dynamic, student-focused policies and practices which facilitate transition between and among education sectors. [Section 1007.01, Florida Statutes \(F.S.\)](#), 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, F.S.](#), also directs the State Board of Education (SBE) and the Board of Governors (BOG) 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.

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 secondary to postsecondary articulation policies for students, parents, institutional staff, and other interested parties.

STATEWIDE LEADERSHIP

ARTICULATION COORDINATING COMMITTEE

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, in consultation with the 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 Florida Talent Development Council (formerly the Higher Education Coordinating Council), the SBE, and the BOG.

Organization Chart

The structure of the ACC is available at <http://www.fldoe.org/policy/articulation/committees/>.

Responsibilities

The specific responsibilities of the ACC as outlined in [s. 1007.01\(3\), F.S.](#) are:

- 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.
- 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.
- Annually recommend dual enrollment course and high school subject area equivalencies for approval by the SBE and the BOG.
- Annually review the statewide articulation agreement pursuant to [s. 1007.23, F.S.](#) and make recommendations for revisions.
- 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.

- 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, F.S.](#)
- 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](#), F.S., including, but not limited to, data quality, accessibility, and protection of student records.
- 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, F.S.](#)

Membership

For a current list of ACC members, visit

<http://www.fldoe.org/policy/articulation/committees/articulation-coordinating-committee-ov/articulation-coordinating-committee-ac.stml>.

STATEWIDE COURSE NUMBERING SYSTEM (SCNS)

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 select nonpublic institutions of higher education in Florida (12 state universities, 28 Florida College System institutions, 38 participating nonpublic postsecondary institutions, and 48 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 five 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, visit <https://flscns.fldoe.org/> and select the SCNS Handbook under the "Latest News" section of the SCNS homepage.

Transfer Policies and Guidelines

[Section 1007.24\(7\), F.S.](#), guarantees the transfer of credit for equivalent courses, regardless of the public or nonpublic status of the institution. The Department's commitment to achieving this goal is summarized in the memorandum entitled "*Nonpublic Institution Participation in the Statewide Course Numbering System*" at http://www.fldoe.org/core/fileparse.php/5421/urlt/0078411-memo_nonpublicinstitutionparticipation_scns.pdf.

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 requirements on the same basis as credits awarded to native students pursuant to [s. 1007.24\(7\), F.S.](#) 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.

- Courses not offered by the receiving institution.
- For courses at non-regionally accredited institutions, courses offered prior to the established transfer date of the course in question.
- Courses in the 900-999 series, such as Special Topics, Internships, Apprenticeships, Practicums, Study Abroad, Thesis and Dissertations. These are not automatically transferable and must be evaluated individually.
- College preparatory and vocational preparatory courses.
- Graduate courses.
- 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 as ART, Dance courses prefixed as DAA, Music courses prefixed as MVB, MVH, MVJ, MVK, MVO, MVP, MVS, MVV, and MVW, and Theatre courses prefixed as TPP with numbers ranging from 000-299.

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

Non-regionally Accredited Institution Participation

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, Effective Access to Student Education Grant Program, or have been issued a regular license pursuant to [s. 1005.31, F.S.](#), are eligible 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.

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. For more information, visit: <https://sacscoc.org/app/uploads/2019/07/faculty-credentials.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).
AS/Occupational	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.
Baccalaureate	Faculty teaching baccalaureate courses: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
Graduate	Faculty teaching graduate and post-baccalaureate coursework: earned doctorate/terminal degree in the teaching discipline or a related discipline.
Graduate Teaching Assistants	Graduate Teaching Assistants: Master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Frequently Asked Questions

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 will transfer, even those without the same course number, 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 Office of Articulation for guidance on course comparisons between institutions. Contact information for SCNS staff is available

at <http://www.fldoe.org/policy/articulation/staff.stml>. Students should also check with the receiving institution to verify course numbers.

Guidance for Transcript Evaluators:

Which courses must my institution accept in transfer?

For a course to be guaranteed transfer it must meet the following three criteria: (1) have the same course number (prefix and last three digits); (2) have a transfer code comparable to the receiving institution; and (3) be 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 via course modification requests when there is a faculty 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 retake 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 (<https://flscns.fldoe.org/>) in the “Latest News” section there is a monthly-updated report of non-regionally accredited institution courses.

COURSE CODE DIRECTORY (CCD)

Purpose

[State Board of Education Rule 6A-1.09441, Florida Administrative Code \(F.A.C.\)](#), 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 SBE 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, visit <http://www.fldoe.org/policy/articulation/ccd>.

Request to Add a New Course Form

School district personnel interested in creating an electronic course proposal can request login access to the iCPALMS Course Request application available at www.cpalms.org by contacting Trinity.Henderson@fldoe.org or ccd@cpalms.org. Please include your CPALMS account username and/or registered email address, along with the school district you are representing and your job/position title when requesting access to the app.

To submit a new course request, please complete a *Request to Add a New Course* form and send it, along with evidence of school board approval, to Trinity.Henderson@fldoe.org for electronic record-keeping and review. The *Request to Add a New Course* form is available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/Form-CCD01.doc>.

SECONDARY TO POSTSECONDARY TRANSITION

ACCELERATION MECHANISMS

Dual Enrollment

Dual enrollment is defined as “the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree” ([s. 1007.271, F.S.](#)). 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.

Student eligibility criteria for initial and continued enrollment in college credit dual enrollment courses include a 3.0 unweighted high school grade point average and achievement of the minimum score on a common placement test adopted by the SBE.

Student eligibility criteria for initial and continued enrollment in career certificate dual enrollment courses include a 2.0 unweighted high school grade point average.

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 and home school students free of charge. Private school students may also be provided with instructional materials, but it is not required by statute.

Early Admission

[Section 1007.271\(10\), F.S.](#), 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.

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, Florida College System institutions, and district-sponsored career centers are required to annually update their Dual Enrollment Articulation Agreements. Pursuant to [s. 1007.271\(21\), F.S.](#), these agreements “shall be completed and submitted annually by the postsecondary institution to the Department of Education on or before August 1”. The Department of Education is required to collect and review each articulation agreement. Florida’s Public Universities and eligible private postsecondary institutions are encouraged to submit their agreements as well. The Department of Education has provided an online submission system for DEAA’s, available at <https://web06.fldoe.org/DualEnrollment/>. Sample DEAA formats are also available at <http://www.fldoe.org/policy/articulation/dual-enrollment-agreements.stml>.

Dual Enrollment Course-High School Subject Area Equivalency List

Current law allows for any course in the Statewide Course Numbering System, except for remedial courses and Physical Education skills courses, to be offered as dual enrollment. The following documents provide high school subject area equivalencies for specific dual enrollment courses but should not be considered an exhaustive list:

Academic Dual Enrollment Courses -

<http://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList1920.pdf>

Career Dual Enrollment Courses -

<http://www.fldoe.org/core/fileparse.php/5421/urlt/CareerTechList1920.pdf>

Statement on Transfer Guarantees

[Section 1007.271\(15\), F.S.](#), requires the Department of Education to develop a statement on transfer guarantees to inform students and their parents, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education course into a postsecondary education

certificate or degree program. The statement is available at <https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf>.

Frequently Asked Questions

Frequently asked questions pertaining to Dual Enrollment and Early Admission programs are available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf>.

Technical Assistance

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

The Department issued a memorandum with advising information and technical assistance related to Florida Automated System for Transferring Education Records (FASTER) transcript entry for dual enrollment courses. The memo is available at http://www.fldoe.org/core/fileparse.php/5421/urlt/0078389-2007_memo_de_faster.pdf.

Memo on Dual Enrollment Mid-Year Graduation

The Department issued a Technical Assistance Paper 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, visit https://info.fldoe.org/docushare/dsweb/Get/Document-3423/05_34memo.pdf.

Criteria for Approval of Single Site Dual Enrollment Programs

The Articulation Coordinating Committee 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 College System institutions 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.

The process for approval, recommended criteria, and sample format for submitting Interinstitutional Articulation Agreements to the Department is available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078398-criterialforapprovaldualenrollmentprograms.pdf>.

Collegiate High School Programs

Pursuant to [s. 1007.273, F.S.](#), each Florida College System institution shall work with each district school board in its designated service area to establish one or more collegiate high school programs.

Agreements

At a minimum, collegiate high school programs must include an option for public school students in grade 11 or grade 12 participating in the program, for at least 1 full school year, to earn CAPE industry certifications pursuant to [s. 1008.44](#) and to successfully complete 30 credit hours through the dual enrollment program under [s. 1007.271](#) toward the first year of college for an associate degree or baccalaureate degree while enrolled in the program.

Funding

The collegiate high school program shall be funded pursuant to ss. [1007.271](#) and [1011.62](#), F.S. The SBE shall enforce compliance with this section by withholding the transfer of funds for the school districts and the Florida College System institutions in accordance with [s. 1008.32, F.S.](#)

Technical Assistance Paper and Frequently Asked Questions

A Technical Assistance Paper was created to answer questions on Senate Bill 850 (2014). The paper also includes a Collegiate High School FAQ section with questions and answers relating to Collegiate High School Programs. The information is available at <https://info.fldoe.org/docushare/dsweb/Get/Document-7134/dps-2014-136.pdf>.

Credit-by-Examination

Pursuant to [s. 1007.27\(2\), 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 (AP) Program examination, Advanced International Certificate of Education (AICE) examination, International Baccalaureate (IB) examination, Excelsior College (UExcel) subject examination, Defense subject standardized test (DSST) / [Defense Activity for Non-Traditional Education Support (DANTES)], and Defense Language Proficiency Test (DLPT). 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 ACC 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” ([s. 1007.27\(5\), F.S.](#)). 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 ACC and approved by the SBE.

International Baccalaureate (IB) Program

International Baccalaureate Program is “the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office” ([s. 1007.27\(7\), F.S.](#)). IB is an advanced, comprehensive program of study that is designed to meet various international university entrance standards. The program is offered only on select high school campuses in Florida. Students enrolled in an IB program are eligible to receive postsecondary credit only if they obtain a passing score on the corresponding IB 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 ACC and approved by the SBE.

Advanced International Certificate of Education (AICE)

The Advanced International Certificate of Education and the International General Certificate of Secondary Education program are “curricula in which eligible secondary students are enrolled in programs of study offered through the Advanced International Certificate of Education Program or the International General Certificate of Secondary Education (pre-AICE) administered by the University of Cambridge Local Examinations Syndicate” ([s. 1007.27\(8\), F.S.](#)). 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 ACC and approved by the SBE.

CLEP, DSST (DANTES), DLPT, and UExcel

The CLEP (College-Level Examination Program), DSST (DANTES), Defense Language Proficiency Test (DLPT), and Excelsior (UExcel) programs differ from AP, IB, and AICE in that they do not have an associated course or curriculum. Postsecondary credit is granted based on performance on a nationally standardized examination, however there is no credit awarded toward high school graduation for DSST (DANTES), DLPT, and UExcel. [Section 1003.4295\(3\), F.S.](#), related to the Credit Acceleration Program, was amended in 2016 to allow high school credit for CLEP examinations. Visit the Course Code Directory, available by school year, at <http://www.fldoe.org/policy/articulation/ccd/>, for more information. Passing scores and course equivalencies for CLEP are determined by the ACC and approved by the SBE and the BOG. Scores and equivalencies for DSST (DANTES), DLPT, and UExcel are recommendations.

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

Articulation Coordinating Committee Credit-By-Exam Equivalencies

For more information on Credit-by-Examination Equivalencies, visit <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf>. Additional information is also included in BOG Regulation 6.006 available at <https://www.flbog.edu/wp-content/uploads/6.006-Accelerated-Mechanisms.pdf>.

Comparison of Florida's Articulated Acceleration Mechanisms

The Department provides a comparison of dual enrollment, the Advanced International Certificate of Education (AICE) Program, Advanced Placement (AP), the College-Level Examination Program (CLEP) and the International Baccalaureate (IB) Program on eligibility requirements, instructor qualifications, credit transferability, funding and other issues at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078393-cfaap.pdf>.

COMMON PLACEMENT TESTING

[Section 1008.30, F.S.](#), requires the SBE, in conjunction with the BOG, 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 SBE through [Rule 6A-10.0315, F.A.C.](#) Policy direction for state universities is found in [BOG 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:

<u>Florida Postsecondary Education Readiness Test (PERT)</u>	<u>Standard Score</u>
Reading	106
Writing	103
Mathematics	114
<u>ACCUPLACER, The College Board (through January 2020)</u>	
Reading Comprehension	83
Sentence Skills	83
Elementary Algebra	72
<u>Next-Generation ACCUPLACER, The College Board (since September 2019)</u>	
Quantitative Reasoning, Algebra, and Statistics (QAS)	242
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<u>SAT, The College Board (since March 1, 2016)</u>	
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Pursuant to chapter 2013-51, Laws of Florida, beginning with the fall semester 2014, students who entered 9th grade in a Florida public school in 2003-04 and thereafter, and then graduated with a Florida standard high school diploma are exempted from mandatory common placement testing and developmental education at a Florida College System institution. These students may complete a common placement test and enroll in developmental educational courses but are not required to do so.

OTHER RESOURCES FOR POSTSECONDARY TRANSITION

Florida Counseling for Future Education Handbook

The Handbook is prepared and annually updated in response to needs expressed by school counselors for a simple, easy-to-understand, yet comprehensive reference on secondary to postsecondary education in Florida. The Handbook is available exclusively online at <https://dlss.flvc.org/florida-counseling-for-future-education-handbook>.

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, produces the High School Feedback Report, a web-based report available at <http://web05.fldoe.org/readiness/>, annually. This report conveys a comprehensive and current profile of college readiness, including pre-graduate and post-graduate indicators based on school, district and state-level 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.

Performance on Common Placement Tests

The purpose of this web-based report (<https://web05.fldoe.org/perfcpt/default.asp>) is to provide school districts with information about their graduates' performance on entry-level placement assessments (Accuplacer, ACT, SAT and PERT) at institutions within the Florida College System. 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 school district and school, and postsecondary institutions attended.

POSTSECONDARY AND 2+2 ARTICULATION

2+2 ARTICULATION IN FLORIDA

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 Florida College System institutions, and 48 career education centers.

Rapid expansion of the university and college systems in the 1960s and 1970s 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 a 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, Florida 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 [s. 1007.23, F.S.](#), and [Rule 6A-10.024, F.A.C.](#) / [BOG Articulation Resolution](#), is the most comprehensive articulation agreement in the nation. Critical components of the statewide articulation agreement include:

- Defining the Associate in 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 ACC, 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.
- Establishing a common college transcript.

Transfer Student Rights

Students who graduate from an institution within the Florida College System with an Associate in Arts degree are guaranteed the following rights under the Statewide Articulation Agreement ([Rule 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.
- 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 AA 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 in [BOG Regulation 8.013](#).

Policies Relating to 2+2 Articulation

General Education

[Section 1007.25, F.S.](#), 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 [BOG Regulation 8.005](#) and [Rule 6A-14.0303, F.A.C.](#)

[State Board of Education Rule 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 consistent at general education core requirements and the total of 36 hours for completion, vary widely in the selection of institutionally-required courses. Students who transfer with an AA or AS 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, F.A.C.](#), 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 than 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 in 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 ACC, 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 ACC.

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 40 public Florida public postsecondary institutions, except for specific program tracks and program exceptions approved by the Oversight Committee and the ACC.

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'.

For more information, on the Common Prerequisites Manual, visit <https://dlss.flvc.org/admin-tools/common-prerequisites-manuals>.

DEGREE/CERTIFICATE DEFINITIONS AND ARTICULATION FLOW CHART

Definitions

Career Certificate (CC), formerly Postsecondary Adult Vocational (PSAV)

Career and technical instruction which consists of clock hour courses designed to prepare for entry into employment. Upon satisfactory completion of a planned program of instruction, after the demonstration of the attainment of predetermined and specified performance requirements, the career and technical certificate shall be awarded.

Applied Technology Diploma (ATD)

Courses that are part of an AS or AAS degree, less than sixty (60) credit hours and lead to employment in a specific occupation. An ATD may consist of either career clock hours or college credit.

College Credit Certificate (CCC)

A college credit certificate program consisting of less than sixty (60) college credits which are part of an associate in science degree or an associate in applied science degree program and prepare students for entry into employment.

Associate in Applied Science (AAS)

Career and technical instruction consisting of lower division college credit courses to prepare for entry into employment. The associate in applied science degree shall be awarded upon satisfactory completion of a planned program of instruction comprised of the standard credit hour length established, after demonstration of the attainment of predetermined and specified performance requirements. The AAS degree must include a minimum of fifteen (15) college credits of general education coursework.

Associate in Science (AS)

The associate in science degree is a transfer degree and a basis for admission to a related bachelor's degree. The AS degree shall be awarded upon satisfactory completion of a planned program of instruction comprised of the standard credit hour

length established, after demonstration of the attainment of predetermined and specified performance requirements. The associate in science degree must include a minimum of fifteen (15) college credits of general education coursework.

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. Each Florida College System institution is authorized to provide programs of career and technical instruction consisting of nine (9) hours or more but less than forty-five (45) college credits of lower division and/or upper division courses. Florida College System institutions offering advanced technical certificates with upper division courses must be approved to offer baccalaureate programs containing those courses. An advanced technical certificate 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 program of instruction to supplement their associate degree.

Associate in Arts (AA)

The associate in arts degree is a transfer degree and a basis for admission to a bachelor's degree. The AA degree shall be awarded upon satisfactory completion of a planned program of sixty (60) college credits after demonstration of the attainment of predetermined and specified performance requirements. The associate in arts degree must include thirty-six (36) college credits of general education coursework.

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)

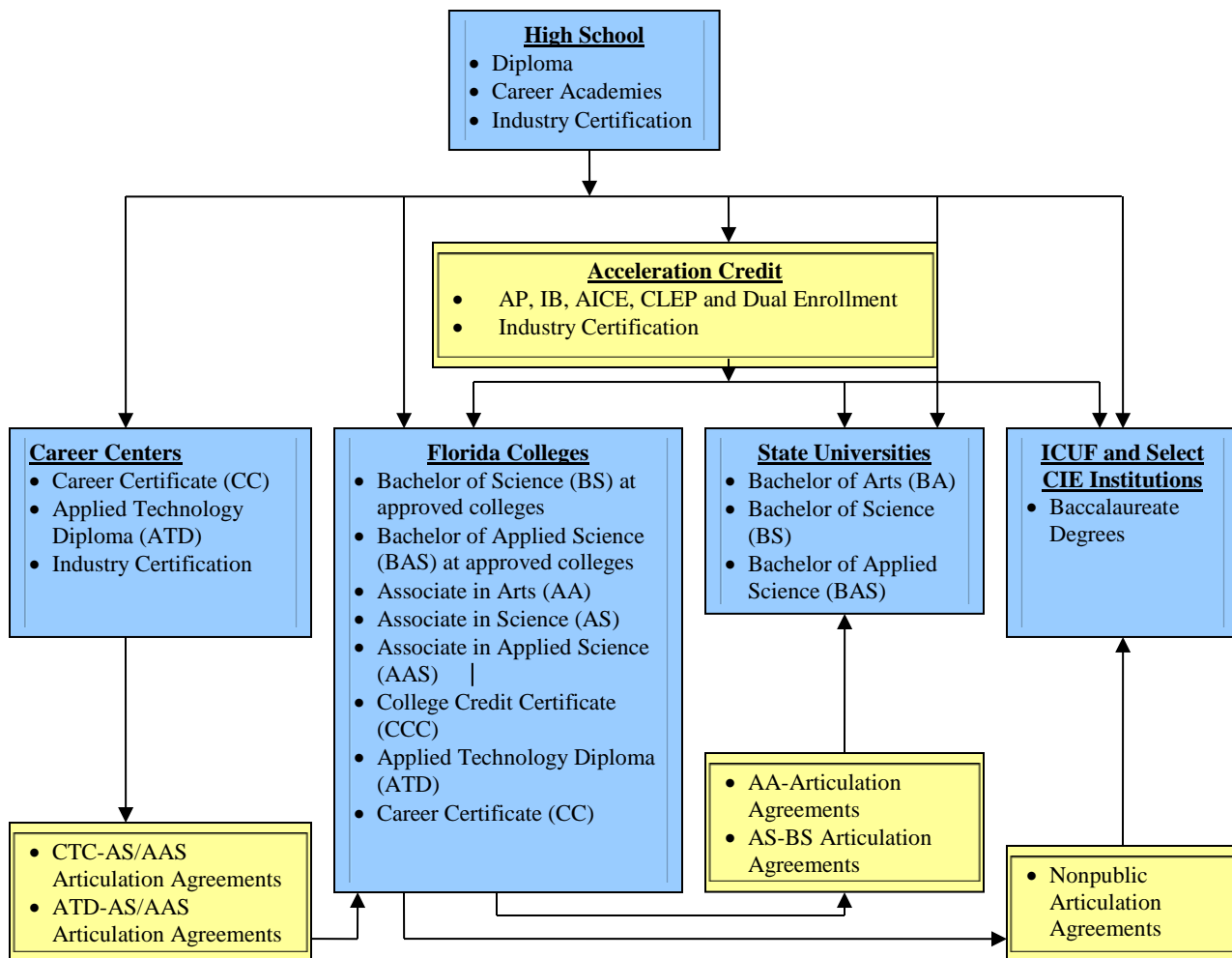
A four-year degree (typically 120 credit hours, with some exceptions) with a scientific emphasis or to meet local and regional workforce need and demand.

Bachelor of Arts (BA)

A four-year degree (typically 120 credit hours, with some exceptions) with a broader liberal arts curriculum.

Articulation Flow Chart

The flowing 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.



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 SBE. [Section 1007.33, F.S.](#), was revised in 2009, and provides expanded information on criteria and procedures for Florida College System institutions to seek approval to add baccalaureate degree programs. To view a list of baccalaureate degree offerings at Florida colleges, visit <http://fldoe.org/schools/higher-ed/fl-college-system/baccalaureate-degree-proposal-process.stml>.

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

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

In some 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 FCS campus or via distance learning, the degree is awarded by the partnering institution. Some FCS institutions have even established an on-site "university center" through which students may receive academic advising, financial aid assistance, and other student services.

Baccalaureate Degrees Awarded by Institutions within the Florida College System

Florida College System institutions have been granted authorization from the Legislature to seek approval from the SBE to offer their own bachelor's degrees in certain areas ([s. 1007.33, F.S.](#)). To view the baccalaureate degrees awarded by Florida colleges, visit <http://www.fldoe.org/core/fileparse.php/5592/urlt/FCSAppBaccPrograms.xlsx>.

STATEWIDE CAREER PATHWAYS ARTICULATION AGREEMENTS

[Section 1007.23, F.S.](#), establishes statewide articulation agreements and helps to facilitate the seamless transition of students across and among Florida's educational entities. 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. For a listing of statewide career pathways articulation agreements, visit <http://fldoe.org/academics/career-adult-edu/career-technical-edu-agreements>.

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

[Rule 6A-10.024, F.A.C.](#) and [BOG Articulation Resolution](#) authorize several provisions for statewide articulation from an associate in science to a baccalaureate degree. The Department of Education, in consultation with institutions, shall review periodically, as necessary, but no more than once a year, the provisions of the state articulation agreements and the prescribed curricula to ensure the continued effectiveness of the articulation between the AS and BA/BS programs. 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.

Applied Technology Diploma (ATD) to Associate in Science (AS)/Associate in Applied Science (AAS) 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. Applied technology diploma students entering an associate degree program shall meet the admissions standards stipulated in [s. 1007.263, F.S.](#) Additional admissions requirements for limited access programs may be established by the Florida College System institution board of trustees. Florida College System institutions may

offer either college credit or clock hours toward the applied technology diploma. Career centers may offer only clock hours. The transfer of the ATD to an associate degree is guaranteed for a period of three (3) years following the date of the award of the applied technology diploma.

Career Certificate (CC) to Associate Degree Articulation

The Career Certificate, formerly known as the Postsecondary Adult Vocational (PSAV) certificate, is a course of study consisting of clock hours designed to prepare students for employment. These programs are of varying lengths. Students who complete designated programs can articulate credits into related AS/AAS degree programs. The amount of credit received varies by program and is determined by district career center and Florida College System faculty.

Gold Standard Career Pathways Articulation Agreements

Florida's Gold Standard Career Pathways Articulation Agreements are annually adopted by the State Board of Education as part of [Rule 6A-10.0401, F.A.C.](#) These agreements guarantee the award of an identified number of college credits to students who have earned a specified industry certification and are enrolled in a designated AS or AAS degree program at a Florida College System institution.

Articulation Agreements with Private Colleges

Independent Colleges and Universities of Florida Transfer Agreement

Florida College System institutions may establish transfer agreements 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 at the Florida College System institution.

To view a copy of an ICUF articulation agreement with a Florida College System institution, visit http://www.fldoe.org/core/fileparse.php/5421/urlt/0078475-icuf_agreement.pdf.

Individual articulation manuals of each participating ICUF institution can be viewed at <http://www.fldoe.org/policy/articulation/articulation-agreements.stml>.

Other Statewide Agreements

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

CONTACT INFORMATION

Office of Articulation

Address: 325 West Gaines St., Suite 701

Tallahassee, FL 32399-0400

Phone: (850) 245-0427

Website: <http://www.fldoe.org/policy/articulation>

Florida College System, Division of Florida Colleges

Address: 325 West Gaines St., Suite 1244

Tallahassee, FL 32399-0400

Phone: (850) 245-0407

Website: <http://www.fldoe.org/schools/higher-ed/fl-college-system/>

Division of Career and Adult Education

Address: 325 West Gaines St., Suite 714

Tallahassee, FL 32399-0400

Phone: (850) 245-0446

Website: <http://fldoe.org/academics/career-adult-edu/>

State University System, Florida Board of Governors

Address: 325 West Gaines St., Suite 1614

Tallahassee, FL 32399-0400

Phone: (850) 245-0466

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

Independent Colleges and Universities of Florida (ICUF)

Address: 542 East Park Avenue

Tallahassee, FL 32301

Phone: (850) 681-3188

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

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/policy/cie/>