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ABSTRACT

The Articulation Agreement was developed by the Division of Community Colleges and the State University System of Florida and was approved by the State Board of Education in April 1971. The Agreement provides a basic framework within which students who complete programs under specified conditions are assured that their work will be accepted as they transfer to state universities in Florida. Responsibility for interpreting the Agreement and for relating provisions of the Agreement to specific cases is vested by the State Board of Education in the Articulation Coordinating Committee. This document contains the Articulation Agreement of 1971 as amended, together with interpretations and actions related to each section and subsection of the Agreement. Each of the sections of the annotated Agreement is listed separately and is followed by interpretations. The 15 sections of the Agreement deal with: (1) general education; (2) definition of associate of arts degree; (3) College Level Examination Program; (4) advanced placement; (5) United States Armed Forces Institute Credit; (6) responsibility for general education requirements; (7) pre-professional course responsibility; (8) admission to upper division programs which are competitive due to space or fiscal limitations; (9) other associate degrees and certificates; (10) publication of upper division requirements; (11) statement of lower division prerequisite requirements; (12) standard transcript form; (13) experimental programs; (14) Articulation Coordinating Committee; and (15) degree requirements. Appendices include additional guidelines and the text of Rule 6A-10.24. (LAL)

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INTERPRETATIONS
OF THE
ARTICULATION AGREEMENT

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The Articulation Coordinating Committee
Florida State Department of Education
Tallahassee, Florida
December 31, 1982

FOREWORD

This document contains the Articulation Agreement of 1971 as amended together with interpretations and actions related to each section and subsection of the Agreement. This annotation has been adopted by the Articulation Coordinating Committee, and it is being issued for use by the community colleges and the state universities of Florida.

The Articulation Agreement was developed by the Division of Community Colleges and the State University System of Florida, and it was approved by the State Board of Education in April, 1971. In 1976 the agreement was made a part of the Florida Administrative Code in the form of Rules of the State Board of Education (6A-10.24).

The Agreement provides a basic framework within which students who complete programs under specified conditions are assured of the acceptance of their work as they transfer to state universities in Florida.

Responsibility for interpreting the Agreement and for relating provisions of the Agreement to specific cases is vested by the State Board of Education in the Articulation Coordinating Committee. The actions of that Committee are reflected in this annotation of the Articulation Agreement. New pages of this document will be issued as needed to reflect changes in the Articulation Agreement which are made by the State Board of Education as well as additional interpretations or actions by the Articulation Coordinating Committee.

Ralph D. Turlington
Commissioner of Education

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THE ARTICULATION COORDINATING COMMITTEE**

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Chairman 1972 -**

**John W. Seay, Deputy Commissioner
Chairman 1971 - 72**

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1978 -**

**Dr. Robert A. Bryan, Vice President for Academic Affairs
University of Florida
1977 -**

**Dr. Paul C. Parker, Associate Vice Chancellor for Academic Programs
Florida Board of Regents
1971 - 82**

**Dr. Arthur H. Doerr, Vice President for Academic Affairs
University of West Florida
1976 - 78**

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1975 - 77**

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1974 - 76**

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1973 - 75**

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Florida Atlantic University
1971 - 74**

**Dr. Harry H. Sisler, Dean of Graduate School
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1971 - 73**

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Florida Board of Regents
1982 -**

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1978 - 80**

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1975 - 77**

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1973 - 75**

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1971 - 74**

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1982 -**

**STANDING COMMITTEES OF
THE ARTICULATION COORDINATING COMMITTEE**

ALTERNATIVE WAYS OF EARNING CREDIT

THE COMMON TRANSCRIPT

STUDENT ACHIEVEMENT

State Board of Education Rule 6A-10.24 was amended effective April 5, 1983. The following chart cross references the rule citations in the Articulation Agreement as printed in this document and the rule citations in the amended Agreement.

Title	Rule Citation in Document	Rule Citation Effective 4/5/83
General Education Definition of Associate of Arts Degree	6A-10.24(1)	6A-10.24(3)
College Level Examination Program Advanced Placement	6A-10.24(2)	6A-10.24(4)
United States Armed Forces Institute (USAFI) Credit	6A-10.24(3)	6A-10.24(5)
Responsibility for General Education Requirements	6A-10.24(4)	6A-10.24(6)
Pre-professional Course Responsibility	6A-10.24(5)	6A-10.24(7)
Admission of Upper Division Programs Which Are Competitive Due to Space or Fiscal Limitations	6A-10.24(6)	6A-10.24(8)
Other Associate Degrees and Certificates	6A-10.24(7)	6A-10.24(9)
Publication of Upper Division Requirements	6A-10.24(8)	6A-10.24(10)
Statement of Lower Division Prerequisite Requirements	6A-10.24(9)	6A-10.24(11)
Standard Transcript Form Experimental Programs	6A-10.24(10)	6A-10.24(12)
Articulation Coordinating Committee Untitled	6A-10.24(11)	6A-10.24(13)
Articulation Between Universities Community Colleges and School Districts	6A-10.24(12)	6A-10.24(14)
	6A-10.24(13)	6A-10.24(15)
	6A-10.24(14)	6A-10.24(2)
	6A-10.24(15)	6A-10.24(16)
	---	6A-10.24(1)

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ORGANIZATION OF THE DOCUMENT

Each of the sections of the annotated agreement are listed separately with interpretations following each section. In some instances the document reflects a number of actions (interpretations) for a given section or subsection.

- the actual articulation agreement as amended follows the numbering system of the official Rules of the State Board of Education.
- interpretations of the agreement and the date on which each was made by the Articulation Coordinating Committee have side headings and directly follow the appropriate section of the Agreement.

It must be stressed that the interpretations are in summary form. Interpretations will be updated periodically as made. The minutes of the Articulation Coordinating Committee should be referred to if a complete text is desired.

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SECTION 1
STATE BOARD OF EDUCATION RULE 6A-10.24
ARTICULATION BETWEEN UNIVERSITIES AND
COMMUNITY COLLEGES

Each state university and each public community college shall individually and jointly honor the terms of this rule, which has, prior to its adoption been agreed to by the division of universities and the division of community colleges.

6A-10.24 (1) General Education.

(a) Each public institution of higher education in Florida, i.e., each state university and each community college, is encouraged to foster and promulgate a program of general education. This basic program for students working toward a baccalaureate degree should involve not fewer than thirty-six (36) semester hours of academic credit.

(b) The institutions are encouraged to exchange ideas in the development and improvement of programs of general education. The experience already gained in the established state universities and community colleges will be of value. While the institutions are to work cooperatively in the development and improvement of general education programs, each institution has the continuing responsibility for determining the character of its own program.

(c) After a public institution of higher learning in Florida has developed and published its program of general education, the integrity of the program will be recognized by the other public institutions in Florida. Once a student has been certified by such an institution as having completed satisfactorily its prescribed general education program, no other public institution of higher learning in Florida to which he or she may be qualified to transfer will require any further lower division general education courses in his or her program.*

*See Appendix I for 1979 General Education Agreement which was reaffirmed with the adoption of this Articulation Agreement in April, 1971.

**SECTION 1
GENERAL EDUCATION INTERPRETATIONS**

**Effective
Date of
Agreement**

9/7/71

The Articulation Agreement has been in effect since April 13, 1971; however, it is recognized that there are students in community colleges who are in progress toward an Associate of Arts degree and that the requirements at the time of their entry may not meet the requirements of the Articulation Agreement. Therefore, community colleges are authorized to issue AA degrees based on their previous catalogue commitments through August 31, 1972. The transcripts of the students receiving an AA degree under these conditions will be clearly designated and universities accept no obligation to those students under the provisions of the Articulation Agreement.

**Sec. 1
General Educa-
tion Agreement**

2/1/72

The Committee agreed that the definition of general education in the Articulation Agreement needs no further interpretation at this time.

**Sec. 1(a)
Waiving of
Minimum Require-
ments of
Agreement -
Prerogatives of
Universities**

12/7/71

An admission committee of a university has the prerogative of waiving the minimum requirements as outlined in the agreement as it applies to an individual case.

**Sec. 1(a)
Through (c)
Transferability
of General Education
Without AA
Degree**

10/6/76

The committee agreed that Section 6A-10.24(1)(a) through (c) should be interpreted to mean that students who have completed general education requirements of the community college, but who have not completed the requirements for the AA Degree, are protected under the Articulation Agreement and no further lower division general education can be required by the university to which the student transfers.

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1b.1

SECTION 2
DEFINITION OF ASSOCIATE OF ARTS DEGREE

6A-10.24 (2) Definition of associate of arts degree

(a) At the core of any agreement between the community colleges and the state university system designed to establish an efficient orderly transfer process for community college students is the mutual acceptance of the nature and purpose of the associate of arts degree.

(b) This degree, which is the basic transfer degree of Florida community colleges, and which is the primary basis for admission of transfer students to upper division study in a state university, shall be awarded upon:

1. Completion of sixty (60) semester hours or ninety (90) quarter hours of academic work exclusive of occupational courses.
2. Completion of an approved general education program of not fewer than thirty-six (36) semester hours or fifty-four (54) quarter hours.
3. Achievement of a grade point average of not less than 2.0 in all courses attempted, and in all courses taken at the community college awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing this average. The grade of "D" will be accepted for transfer (provided the overall grade average does not drop below the prescribed 2.0 level), and will count toward the baccalaureate in the same way as "D" grades obtained by students enrolled in the lower division of state universities, i.e., credits required for the baccalaureate; however, it is at the discretion of the department or college of the university offering the major as to whether courses with "D" grades in the major may satisfy requirements in the major field.

2a.1

**SECTION 2
DEFINITION OF ASSOCIATE OF ARTS DEGREE
INTERPRETATIONS**

**Sec. 2(b)(1)
Transferability
of Credit
Earned While in
Secondary
School**

12/7/71

If students have earned college credits while still in high school through courses taken in community colleges, such credit is valid for transfer to universities under the agreement. If the student has not completed the AA degree, credit earned does not come under the protection of the Articulation Agreement.

**Sec. 2(b)(1)
Courses Which
Can Apply to
AA**

11/3/71

It is interpreted that 2(b)(3) applies only to courses eligible for the AA degree as defined under 2(b)(1) of the Articulation Agreement.

**Sec. 2(b)(1)
ROTC Credit
in AA Degree**

6/8/73

Credit for ROTC was recognized by the Committee as being creditable within the 60 hours required for an Associate of Arts degree.

**Sec. 2(b)(1)
Reading Courses
in AA Degree -
Appeal Case**

9/18/73

The Committee agreed that it is in keeping with the philosophy of the Articulation Agreement that credit for reading courses be acceptable for transfer inasmuch as the courses are neither basic required physical education nor occupational, and thus can be applied as credit for the AA degree.

**Sec. 2(b)(1)
Number of Hours
in AA Degree.
Work Considered
for Grade Point
Average
Calculation**

4/24/72

1. With reference as to whether or not a community college is free to require more than 60 semester (or 90 quarter) hours as part of a planned program leading to an AA degree: it is the opinion of the committee that section 2(b)(1) of the Articulation Agreement is interpreted to mean completion of not less than 60 semester (90 quarter) hours of academic work exclusive of occupational courses (and basic required physical education courses)* provided, however, that this shall no way abrogate the right of the state universities to require a full two years of upper division work for the baccalaureate degree and the right of the state university to determine the major course requirement as specified in section seven (7) of the Articulation Agreement.

*Deleted December 6, 1977.

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2b.1

13

SECTION 2
INTERPRETATIONS (CONTINUED)

2. With reference to #1 above, should not all work required by a community college for the AA degree be included in the grade point average? It is the opinion of the committee that all work required by a community college for an AA degree shall be included in the calculation of the grade point average provided, however, when such degree requirement includes occupational courses and/(or basic required physical education,*) these courses will be included in the grade point average only when they are in addition to the minimal 60 semester (90 quarter) hours of academic work. The degree requirements in the context of this statement shall be considered those specifically stated in the catalog of the junior colleges concerned.

*Restriction deleted December 6, 1977.

Sec. 2(b)(3)
Clarification
of Forgiveness
Policy

9/7/71

It is the interpretation of the Articulation Coordinating Committee that it is mandatory for the junior colleges to adopt the specific Forgiveness Policy (section 2(b)(3)) of the Articulation Agreement with regard to an Associate of Arts degree.

Sec. 2(b)(3)
Course Repeti-
tion - Clarifi-
cation of For-
giveness Policy

9/18/73

It was agreed that individual community colleges may establish policies determining the conditions under which students may repeat courses. However, if a student is allowed to repeat a course, the forgiveness policy must come into effect and only the final grade will be included in the computation of grade point average.

Sec 2(b)(3)
Interpretation
of Course
Repetition

9/7/71

5/16/78

When a student at a junior college takes a course which is essentially the same as one previously attempted at another institution, section 2(b)(3) of the Articulation Agreement will apply. It should be emphasized that the term "essentially" will be given a rigorous rather than a liberal interpretation. Common course numbers and profiles are to be taken into consideration in making the determination that courses are "essentially the same" but the numbers need not be identical in order to meet that requirement.

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2b.2

SECTION 2
INTERPRETATIONS (CONTINUED)

**Sec. 2(b)(3)
Interpretation
of Course
Repetition -
Foreign
Languages**

9/18/73

It was agreed that the substitution of one foreign language for another in no way meets the condition that allows the substitution of grades under the forgiveness policy when the course is "essentially the same."

**Sec. 2(b)(3)
Interpretation
of Grade Point
Average**

9/27/71

It is the interpretation of the Articulation Coordinating Committee that with regard to grade point average required for the awarding of the AA degree, it is required that the student have a 2.0, or greater, average in all courses attempted and it is further required that the student have a 2.0, or greater, average in all courses at the institution awarding the degree.

Specifically, it does not mean that the student have a 2.0 or greater average at each institution which he has attended. This interpretation is based on 2(b)(3) of the Articulation Agreement and includes the specific substitution of grades and courses repeated.

**Sec. 2(b)(3)
Interpretation
of the 2.0 Com-
munity College
GPA needed to
Transfer to a
University**

7/9/75

The Committee agreed that if a student has an overall GPA of 2.0 in all courses attempted he is eligible for the AA degree even though he does not have a 2.0 GPA at each of the institutions he has attended. A student with an overall GPA of 2.0 and an AA degree should be admitted to a university in good standing.

**Sec. 2(b)(3)
Courses Which
Can Apply to
AA**

11/3/71

It is interpreted that 2(b)(3) applies only to courses eligible for the AA degree as defined under 2(b)(1) of the Articulation Agreement.

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2b.3

SECTION 2
INTERPRETATIONS (CONTINUED)

Sec. 2(b)(3)
Uniform
Policies on
Incomplete
and With-
drawal

12/7/71

The committee considers the (I) as a designation, indicating a deferred credit, neither passing nor failing, but rather reflecting a circumstance where the institution had decided that a student has completed most of the requirements for a course but for reasons beyond the control of the student all of the requirements have not been accomplished at the time grades are due. Students who apply for transfer from one institution to another have the responsibility for removing such designation (I), since the institution considering the admission of the student has the prerogative for establishing its own policies for evaluation of such designation. The committee does not believe that such a grade should be considered as a device related to any forgiveness policy.

Sec. 2(b)(3)
Calculation of
Grade Point
Average - Change
in Course
of Study

12/7/71

Under 2(b)(3) a student must present a 2.0 average even if he has changed his course of study. In other words, if a student has started out in one direction and does poorly and switches his course of study, the credits earned in the first program count in the calculation of the 2.0 average.

9/27/71

Specifically, it does not mean that the student has a 2.0 or greater average at each institution which he has attended. This interpretation is based on 2(b)(3) of the Articulation Agreement and includes the specific substitution of grades and courses repeated.

Sec. 2(b)(3)
Acceptance of
"D" Grades
Definition of
"Major Field"

12/7/71

Under 2(b)(3), the definition "major field" is left to the university as defined in its catalogue and other publications.

Sec. 2(b)(3)
Non-AA Students
- Coverage Under
the Agreement

12/7/71

The provisions of part 2(b)(3) do not apply to the student who attends a community college, but does not complete an AA program, and transfers to a university.

2b.4

**SECTION 2
INTERPRETATIONS (CONTINUED)**

**Sec. 2(b)(3)
Calculation of
Grade Point
Average Forgiveness
Policy**

2/1/72

With respect to whether the forgiveness policy means that institutions could use the highest grade rather than the final grade for repeated courses in calculating the grade point average, the Committee, by consensus, agreed that the final grade, not the highest one, is the only one which should count in the calculation of the grade point average. The committee also interpreted the forgiveness section of the Agreement (section 2(b)(3)) to mean that a student can repeat courses in which he has a "C" grade or higher, if the student's college has a policy which permits it.

**Sec. 2(b)(3)
Retroactivity
of the Forgiveness
Policy**

2/1/72

The forgiveness policy of the Articulation Agreement (section 2(b)(3)) applies to all community college students who have received the Associate in Arts degree after April 18, 1971, regardless of when courses were first taken or repeated.

**Sec. 2(b)(3)
Improvement of
Grade Point Average
After
Graduation**

9/18/73

It was agreed that the forgiveness policy pertains only up to the time of the awarding of the AA degree and does not extend beyond that.

**Sec. 2(b)(3)
GPA Requirements for
Associate of
Arts Degree**

11/14/79

The Committee decided that the latest interpretation of SBE Rule 6A-10.24(2)(b)(3) was not intended to remove the requirement that a student graduating from a Florida community college must have a GPA of 2.0 or better in courses taken at the awarding institution.

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2b.5

SECTION 2
INTERPRETATIONS (CONTINUED)

Sec. 2(b)(3)
GPA Require-
ments for
Associate of
Arts Degree

12/5/79

The Committee, recognizing the need to combine and clarify its interpretations of section 2(b)(3) of the Articulation Agreement, which were made on 9/27/71, 11/3/71, and 7/9/75, agreed on the following new interpretations:

For the awarding of an AA degree, a student must have the following:

1. A 2.0 GPA (after application of the Forgiveness Policy) in the institution awarding the degree.
2. A 2.0 GPA (after application of the Forgiveness Policy) in all courses in all college-level courses attempted; but this does not require a 2.0 average on any one college attended other than the one awarding the degree, nor does it mean that any courses which would not be applicable to the degree under the catalog of the institution awarding the degree are to be included in the calculation of the GPA.

Sec. (2)
College-Level
Academic
Skills Test
Requirement
for Armed
Services
Personnel

9/15/82

The Committee agreed that a copy of an opinion rendered by the State Board of Education Counsel, concerning whether students who are currently in the armed forces and who expect to graduate are required to sit for the College-Level Academic Skills Test, should be appended to the minutes of the September 15, 1982, meeting of the Articulation Coordinating Committee and that this action should serve as adequate notice to the institutions on the matter.

Sec. (2)
Responsibility
for Certifying
Compliance
with Rule
6A-10.30, FAC

10/11/82

The Committee voted that each institution be responsible for determining and certifying the extent to which each of its students has met the requirements of Rule 6A-10.30, FAC.

Sec. (2)
Effective
Date for
Implementation
of Rule
6A-10.30, FAC

10/11/82

The Committee concluded that the effective date for implementation of Rule 6A-10.30, FAC, is the term beginning in January, 1983, and applies only to students who are entering college for the first time.

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**SECTION 2
INTERPRETATIONS (CONTINUED)**

**Sec. (2)
Responsibility
of Colleges
for Awarding
Degrees**

10/11/82

The Committee voted that the community college where courses were taken would be responsible for awarding the Associate of Arts degree, even though the College-Level Academic Skills Test may have been passed at another institution.

**Sec. 2
Transfers
to Univer-
sities Without
CLAST**

10/11/82

The Committee voted that community college students holding Associate of Arts degrees and having completed all requirements for transfer to upper division except the College-Level Academic Skills Test are eligible to enroll in the upper division with the protection of the Articulation Agreement (Rule 6A-10.24, FAC) for one semester, during which time they must sit for the College-Level Academic Skills Test.

**Sec. (2)
Make-up of
CLAST**

11/15/82

The Committee agreed by consensus that the original plan whereby students would be allowed to make-up the College-Level Academic Skills Test because of religious and health reasons only would be adhered to without deviation.

**Sec. (2)
Clarification
or Respon-
sibility for
Certifying
Compliance
with Rule
6A-10.30, FAC**

11/15/82

The Committee reviewed and clarified the discussion at the October 11, 1982, meeting about how institutions know a student has fulfilled the requirements of Rule 6A-10.30, FAC, and confirmed its position that each institution is responsible for determining and certifying the extent to which each of its students has met the requirements of Rule 6A-10.30, FAC.

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2b.7

SECTION 3
COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

6A-10.24 (3) College level examination program (CLEP).

(a) The transfer of credit awarded on the basis of scores achieved on examinations in the College-Level Examination Program is protected by this agreement only for examinations taken in the national administration program of CLEP.

(b) **General examinations.**

1. Transferability of credit under terms of the articulation agreement is mandatory provided that the institution awarded the credit on the basis of scaled scores determined to be equivalent of student achievement represented by the fiftieth (50th) percentile on the combined men-women sophomore norms which were in use prior to 1978, with no letter grade or quality points assigned. Scaled score equivalents which are minimum for the award of credit are as follows:

a. English Composition with Essay	610
b. Humanities	489
c. Mathematics	497
d. Natural Sciences	
(1) Biology	50
(2) Physical Science	49
e. Social Sciences and History	488

2. Not more than six (6) semester or nine (9) quarter credits are to be transferred in each of the five (5) areas of the general examinations: English; humanities; mathematics; natural science; and social sciences-history.

3. Credit for general examinations in English taken after September 1, 1979, may be transferred only for scores determined by successful completion of both the objective and the essay portions of the examination.

4. Subscores shall be used for awarding credit on the general examination in natural sciences. Three (3) semester credits or four and one-half (4.5) quarter credits may be awarded for a biology subscore of fifty (50) or above and three (3) semester credits or four and one-half (4.5) quarter credits may be awarded for a physical science subscore of forty-nine (49) or above.

3a.1

SECTION 3
COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)
(CONTINUED)

- (c) Subject examinations. Transferability of credit under the terms of the articulation agreement is mandatory provided that the institution awarded the credit at, or higher than, cut-off scores established at the basis of the fiftieth (50th) percentile on national norms. Specific scores are to be on file and published by the Articulation Coordinating Committee for use by local institutions. No letter grades or quality points are to be assigned.

**SECTION 3
COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)
(CONTINUED)**

(d) Because college level examination program credit is regarded in the same category as transfer credit, no matter how earned, the maximum transferability of credit under the college level examination program, both general and subject examinations combined, is forty-five (45) semester or sixty-seven and one-half (67.5) quarter credits.

(e) The institution awarding credit for the college level examination program general examination, may, but need not, specify for what course(s) it is being awarded. The institution awarding college level examination program subject matter examination credit must specify for what course(s) it is being awarded. The standard policies of the institution prohibiting credit for overlapping courses will apply.

(f) Any implementation of a uniform CLEP percentile restriction of the agreement will not affect CLEP credit awarded by institutions prior to the September 1, 1972, effective date of implementation.

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**SECTION 3
COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)
INTERPRETATIONS**

**Sec. 3(a)(2)
Duplication of
Credit Under
CLEP General
Examinations -
Section 3(a)(2)**

1/30/74

The Committee interprets Section 3(a)(2) as follows: If a student has earned six (6) semester (or 9 quarter) credits in courses in a subject area covered by the CLEP General Examinations, he should not be awarded any CLEP credit in that subject area on the basis of the CLEP General Examination. If he has earned fewer than six semester credits in courses, he could be awarded only the difference between the number earned and six semester credits through the CLEP General Examinations. This does not preclude the student being awarded additional credit through the CLEP subject examination or the earning of additional credit through courses in subjects not covered by the CLEP General Examinations.

**Sec. 3(a)(1)
Source of CLEP
Score Validation**

7/9/75

The Committee agreed that universities should seek validation of CLEP scores from the community colleges directly and not through a procedure which would require students to request original score reports from the Educational Testing Service.

**Sec. 3(a)(1)
Application of
CLEP Amendment**

11/28/72

The Articulation Coordinating Committee discussed questions raised with regard to the CLEP Amendment approved on September 19, 1972. It was agreed that the policy provides for the awarding of credit toward the AA degree only, in terms of the criteria established in the CLEP policy, specifically,

1. a community college may award credit for CLEP using any score it wishes when not a part of an AA degree;
2. a community college is not required to give credit for CLEP scores;
3. if a community college awards credit for CLEP as a part of the AA degree, the scores must not be lower than the standards provided in the CLEP amendment;
4. universities must accept CLEP credits as awarded as part of the AA degree under the provisions of #3 above;

3b.1

**SECTION 3
INTERPRETATIONS (CONTINUED)**

5. institutions may develop experimental agreement using CLEP as specified under the guideline entitled "Experimental Programs" adopted September 27, 1972, at any mutually agreeable level.

**Sec. 3(a)(1)
Use of CLEP
Under Forgiveness Policy**

11/28/72

It was the interpretation of this Committee that a successful CLEP score may be used, without letter grades or quality points, to substitute for an unsuccessful attempt in a course in the same way that the grade from the repeat of a course may be used as stated in Section 2(b)(3) of the Articulation Agreement.

**Sec. 3(a)(2)
Percentile Basis
for Awarding
Credit for
Certain CLEP
General
Examinations**

1/24/79

The Articulation Coordinating Committee approved the recommendation of the Standing Committee on alternative ways of earning credit that credit continue to be awarded on the basis of the 50th percentile of the 1963 norms for the CLEP examinations in social sciences, humanities, and natural sciences until January 1, 1980; that credit in mathematics continue to be awarded on the basis of the 50th percentile of the 1972 norms; and that credit for the new CLEP English examination be awarded on the basis of 1978 norms.

**Sec. 3(a)
Scaled Scores
Equivalent
to 50th
Percentile on
CLEP General
Examinations**

1/24/79

The Committee agreed that the following scaled scores on CLEP General Examinations should be used by institutions as equivalent to the 50th percentile for purposes of implementing the Articulation Agreements:

English	494
(For tests taken prior to October, 1978.)	
	489
(For tests taken prior to October, 1978.)	
Humanities	487
Natural Sciences	489
Social Science & History	488

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**SECTION 3
INTERPRETATIONS (CONTINUED)**

**Sec. (3)(b)
Linguistic
Background
of Student
Taking CLEP
Foreign
Language
Tests**

5/23/79

In response to a request for clarification and definition of "native speaker" in awarding credit on the CLEP Foreign Language Examinations, the Committee voted that the Articulation Agreement should be interpreted to mean that the CLEP score is to be judged independently of the person's linguistic background.

**Sec. (3)(b)
Minimum
Cut-Off
Score for
CLEP Subject
Test in English**

5/23/79

The Committee voted to include the subject test in freshman English in the Articulation Agreement and to set the minimum cut-off score at 47.

**Sec. (3)(a)3
New Score
Requirement
for CLEP
General
English
Examinations**

7/16/79

The Committee voted that a new designated score of 610 be effective for awarding credit for CLEP English General Examinations taken on or after September 1, 1979. Students who have taken the examination prior to that date may be awarded credit with a score of 498.

**Sec. (3)(b)
Essay
Portion of
Required
in CLEP
English
Subject
Examinations**

12/5/79

The Committee voted that no credit would be awarded on the two CLEP English Subject Examinations unless the essay portion is completed or the test is taken after July 1, 1980.

**Sec. (3)(b)
Changes in
Score
Requirements
for Four CLEP
Subject
Examinations**

12/5/79

The Committee approved the following changed scores for awarding credit on Four Subject Examinations:

General Biology	46
General Chemistry	47
College Composition	47
Educational Psychology	46

3b.3

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**SECTION 4
ADVANCED PLACEMENT**

6A-10.24 (4) Advanced placement. The following provisions shall apply to credit awarded under the advanced placement program:

(a) Transferability of credit under the articulation agreement is mandatory provided that the institution awarded the credit on advanced placement program scores of three (3), four (4), or five (5) for any of the thirteen (13) examinations in the program. The thirteen (13) advanced placement program examinations are as follows:

American history
Art (history of art, studio art)
Biology
Chemistry
Classics (Vergil, lyric)
English
European history
Spanish
French (language, literature)
German
Mathematics (calculus AB & calculus BC)
Music
Physics (physics B, physics C - mechanics, physics C - electricity & magnetism)

(b) The college awarding credit on the basis of advanced placement program scores shall specify the course for which credit is being given.

(c) No grade or quality points shall be assigned for credit awarded on the basis of advanced placement program scores.

(d) There shall be no credit awarded on advanced placement program which is duplicative of credit awarded for college level examination program or courses taken in the college or received in transfer.

SECTION 5
UNITED STATES ARMED FORCES INSTITUTE (USAFI)
CREDIT

6A-10.24 (5) United States Armed Forces Institute (USAFI) credit. The following provisions shall apply to credit awarded under the USAFI program:

- (a) Credit earned through correspondence courses sponsored by USAFI may be included under standard policies of the institutions.**
- (b) Credit may be awarded for tests of General Education Development (GED) only when verified by CLEP scores prescribed in section (3) above.**
- (c) Credit awarded on the basis of subject tests (USST) in collegiate subjects may be included provided that the scores are at the 50th percentile or higher.**
- (d) The college awarding credit on the work sponsored by USAFI must specify the course for which credit is being given.**
- (e) No grade or quality points are to be assigned for credit awarded on the basis of work sponsored by USAFI.**
- (f) No credit is to be awarded on work sponsored by USAFI which is duplicative of credit awarded by CLEP, APP or courses taken in the college or received in transfer.**

**SECTION 5
UNITED STATES ARMED FORCES INSTITUTE
(USAFI) CREDIT INTERPRETATIONS**

**Sec. 5(b)
Use of USAFI-
GED Credit and
CLEP in AA
Degree**

4/12/73

It was agreed that although Section 3 of the Articulation Agreement does not require institutions to accept credit awarded on the basis of USAFI-GED test scores on transfer of AA degrees, CLEP scores earned in conjunction with USAFI will be evaluated as all other CLEP scores under the terms of the Articulation Agreement.

**Sec. 5
Proposed
Amendment
on USAFI
Credit**

5/29/74

The Standing Committee on Alternative Ways of Earning Credit made the following recommendations pertaining to an amendment to the Articulation Agreement on USAFI credit which were referred to the Division of Universities and Community Colleges for recommendations:

1. As to the regular university correspondence courses which are merely underwritten by USAFI but administered by the indicated universities, the regular, normal credit procedure and agreements for transfer would appear to apply here, just as for any nonservice students offering such courses for credit and transfer.
2. No transfer recognition should be given GED tests. The high school tests are not at the appropriate (collegiate) level. The college-level test program abandoned in July, 1965, should be ignored on a recency-of-credit basis. The knowledge, etc., should and can be verified by the CLEP tests.
3. In USAFI-administered CLEP tests care should be taken to obtain or ascertain the raw scores. If the raw score is at or better than the 50th percentile on the male/female sophomore norms for the General examinations the credit is transferable in accord with the CLEP policy. Subject matter examination scores should be treated in the same manner as regular CLEP subject matter scores, and when the level indicated elsewhere in the Articulation Agreement is met, the credit should be transferable.

**SECTION 5
UNITED STATES ARMED FORCES INSTITUTE
(USAFI) CREDIT INTERPRETATIONS
(CONTINUED)**

4. When credit has been awarded by a community college for a USST at the 50th percentile in a collegiate subject (i.e., not for a high school or technical subject), such credit earned for an Associate in Arts should be transferable under the Articulation Agreement.

**Sec. 5
Use of 12th
Grade Test for
Awarding
Credit**

1/30/74

The Committee agreed that the assurance of transfer of credit under the Articulation Agreement not be extended to credit awarded on the basis of the Florida Twelfth Grade Test.

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SECTION 6
RESPONSIBILITY FOR GENERAL EDUCATION REQUIREMENTS

6A-10.24(6) Responsibility for general education requirements. The baccalaureate degree in all state universities shall be awarded in recognition of lower division (freshman-sophomore) combined with upper division (junior-senior) work. The general education requirement of the baccalaureate degree shall be the sole responsibility of the institution awarding the associate of arts degree in accordance with the general education agreement of 1959. If, for any reason, a student has not completed an approved general education program in a community college prior to his or her transfer to a state university, the general education requirement shall become the responsibility of the university.

SECTION 7
PRE-PROFESSIONAL COURSE RESPONSIBILITY

6A-10.24(7) Pre-professional course responsibility. Lower division programs in all state universities and community colleges enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. However, the determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the state university awarding the degree.

SECTION 8
ADMISSION TO UPPER DIVISION PROGRAMS
WHICH ARE COMPETITIVE DUE TO SPACE OR FISCAL LIMITATIONS

6A-10.24(8) Admission to upper division programs which are competitive due to space or fiscal limitations. Students receiving the associate of arts university system. The specific university that accepts the student will be determined by the preference of the student, by the program of major concentration, and by space available within the specific institution. If, because of space or fiscal limitations, any state university must select from qualified community college graduates, its criteria for selection shall be reported to the coordinating committee described in subsection (13), Rule 6A-10.24, FAC.

**SECTION 8
ADMISSION TO UPPER DIVISION PROGRAMS
WHICH ARE COMPETITIVE DUE TO SPACE OR FISCAL LIMITATIONS
INTERPRETATIONS**

**Sec. 8
Equal Oppor-
tunity for Admis-
sion to Upper
Division Programs
of Community
College**

2/1/72

The guidelines for admission of students to upper division programs which have enrollment limitations at the University of Florida and Florida State University are found in Appendix I. In the opinion of the committee, these policies insure that community college students will have an equal opportunity for admission to any such quota upper division programs.

**Sec. 8
Upper Divi-
sion Quota
College Admis-
sions Criteria**

6/6/72

The Articulation Coordinating Committee interprets Section 8 of the Articulation Agreement to indicate that when a program in one of the universities is determined to be a quota program, that university should file the criteria used in selecting students for that program with the Articulation Coordinating Committee.

**Sec. 8
Concerning the
Rejection of a
Student Holding
an AA Degree
from a Univer-
sity Program**

7/9/75

The Committee agreed that a student may be rejected from a particular university program even though he has earned the AA degree if he has not met the prerequisites of the program. These prerequisites, however, must be published in advance in the university catalog and counseling manual, and must not differ from these which apply to students who take their lower division work at the university. (See sections 10 & 11.)

**Sec. 8
List of Limited
Access Programs**

10/8/81

The Committee voted to prepare a list of limited access programs and named the programs to be listed at each of four state universities.

**Sec. 8
Addition of
Business
Administration
to List of Limited
Access Courses
at University of
South Florida**

1/28/82

The Committee voted to amend its minutes of October 5, 1981, to add business administration at the University of South Florida to the Committee's list of limited access courses.

**SECTION 8
ADMISSION TO UPPER DIVISION PROGRAMS
WHICH ARE COMPETITIVE DUE TO SPACE OR FISCAL LIMITATIONS
INTERPRETATIONS**

**Sec. 8
Addition of
Computer
Science
Program at
University of
Central Florida
to List of Limited
Access Courses**

1/28/82

The Committee voted to add the computer science program at the University of Central Florida to the Committee's list of limited access courses.

**Sec. 8
Support of
BOR Rule
Concerning
Limited Access
Programs**

1/28/82

The Committee voted to support the concept set forth in the proposed Board of Regents rule concerning limited access programs and to set specifications for all current programs to meet the criteria established in the rule.

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SECTION 9
OTHER ASSOCIATE DEGREES AND CERTIFICATES

6A-10.24(9) Other associate degrees and certificates. Other associate degrees and certificates may be awarded by a community college for programs which have requirements different from the associate of arts, or a primary objective other than transfer. Acceptance of course credits for transfers from such degree or certificate programs will be evaluated by the senior level institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each state university is encouraged to develop admission policies that will consider all factors indicating the possibility of success in its upper division of transfer students who have not earned the associate of arts degree.

**SECTION 9
OTHER ASSOCIATE DEGREES AND CERTIFICATES
INTERPRETATIONS**

**Sec. 9
Relationship
of Section 9 to
Section 2(b)(3)**

12/1/71

The provisions of section 2(b)(3) do not apply when special agreements are developed under the provisions of Section 9.

9b.1

**SECTION 10
PUBLICATION OF UPPER DIVISION REQUIREMENTS**

6A-10.24(10) Publication of upper division requirements. Each university department shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the state.

**SECTION 11
STATEMENT OF LOWER DIVISION
PREREQUISITE REQUIREMENTS**

6A-10.24(11) Statement of lower division prerequisite requirements. Each state university shall include in its official catalog of undergraduate courses a section stating all lower division prerequisite requirements for each upper division specialization or major program. The sections of the catalog may also list additional recommended courses but there shall be no ambiguity between statement of requirements for all students for admission to upper division work on the one hand, and prerequisites and other requirements for admission to a major program on the other. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The catalog in effect at the time of the student's initial enrollment in a community college shall govern lower division prerequisites, provided that he or she has had continuous enrollment as defined in the university catalog.

**SECTION 12
STANDARD TRANSCRIPT FORM**

6A-10.24(12) Standard transcript form. Each state university and each community college shall keep a complete academic record for each student. The coordinating committee shall develop a standard form for recording the academic performance and credits of students. Each transcript shall include all academic work for which a student is enrolled during each term; the status in each course at the end of each term such as superior, average, incomplete, or unsatisfactory; all grades and credits awarded; and a statement explaining the grading policy of the institution.

**SECTION 12
STANDARD TRANSCRIPT FORM
INTERPRETATIONS**

**Sec. 12
Interpretation
of Applicability**

11/3/71

It is the committee's interpretation that Section 12 of the Agreement is intended to apply only to community college transfer forms.

**Sec. 12
Application of
Agreement to
University Non-
Standard Grading
Systems**

2/1/72

The question was raised as to whether Section 12 of the Articulation Agreement applied in the case of non-standard grading systems at universities. In the light of a committee interpretation of Section 12 on November 3 that Section 12 only refers to community colleges, it was agreed that university grading plans are outside the purview of the Articulation Coordinating Committee.

**Sec 12
Adoption of
Standard Trans-
cript Form**

9/27/72

The Common Transcript (Appendix II) was adopted and Line IV was interpreted as follows:

When reporting credits granted through the institution's own programs the Common Transcript will reflect no additional information. However, when reporting credit obtained through externally developed programs (e.g., CLEP) this fact will be recorded in Line IV of the Common Transcript as indicated.

**Sec. 12
Scale and Raw
Score Reporting**

9/27/72

It was agreed that the intention of the committee was to use either raw scores or scale scores, whichever is appropriate.

**Sec. 12
Common Trans-
cript Form
Amendment**

11/28/72

The final draft of the common transcript failed to include designators to show a repeated course. It was agreed that the use of such designators was intended in order to implement Section 2(b)(3) of the Articulation Agreement. It was agreed that the symbol "R" be used in the course type column of the common transcript to indicate a repeated course, and that "T" be used in that column to indicate a course for which the repeat is substituted.

**SECTION 12
STANDARD TRANSCRIPT FORM
INTERPRETATIONS**

**Sec 12
Common Trans-
cript Form
Amendment**

6/8/73

Clarifications in the specifications for the common transcript were approved as recommended by the Standing Committee on the Common Transcript. The revised common transcript instructions and form were attached to the minutes as approved. (Appendix II)

**Sec. 12
Common Trans-
cript Form
Amendment**

9/18/73

Additional clarifications in the specifications for the common transcript were approved as recommended by the Standing Committee on the Common Transcript as follows:

1. If institutional credit needs to be differentiated from regular credit, this should be reported in the remarks section; e.g., "Students admitted as non-degree student" or other such identifying statements.
2. If back of permanent academic record is to be used as page 2 of transcripts, lines I, V, and VI must be printed on back; lines II, III, and IV are optional.
3. If the common transcript is to be used as the student's grade report (mail out), the name and address for the window envelope should not appear on a transcript copy. Consideration should be given to placing this section as an extension of the Common Transcript which would not show when xeroxed. This also holds true for any additional spaces using student's name or student number when needed for special filing.
4. A special grace period should be given those colleges which have already ordered a new supply of permanent records; but in no way does this excuse them from complying, as soon as possible, with the approved Common Transcript.

11/29/73

5. Revision of Line III-B (test information) as raw scores or scaled scores are not needed in this section. Instead colleges should state on Line III-B the type of norms used, e.g., Sophomore National Norms, with the exact CLEP percentile being reported on Line VI under column "Grade."

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**SECTION 12
INTERPRETATIONS (CONTINUED)**

**Sec. 12
Implementation
Date**

9/27/72

The Common Transcript should be implemented as soon as possible, but no later than September, 1973.

**Sec. 12
"Grace Period"
Defined**

11/29/73

On the recommendation of the Standing Committee on the Common Transcript, the Articulation Coordinating Committee agreed that a "grace period" for those colleges not receiving final approval of their common transcript would be allowed until the beginning of the academic year 1974-75, at which time the common transcript should be operable. It was further agreed that colleges not able to meet the above date request special permission (with justifications) from the Common Transcript Standing Committee for extended time.

**Sec. 12
Deviations on
Common Tran-
script Form**

4/12/73

Questions from the institutions on deviation from the common transcript form were discussed. It was agreed that a strict interpretation and compliance with the common transcript form with no deviations be made by the Committee.

**Sec. 12
Recording of
CEUs on Common
Transcript
Form**

9/17/74

The Articulation Committee voted to refer the matter of recording continuing education units to the Common Transcript Committee for further study.

**Sec. 12
Impact of
Buckley
Amendment**

12/17/74

It was reported that the development of a means to transmit follow-up student data has been delayed pending clarification of the Buckley Amendment and the impact of this legislation on all student record keeping and transmittal operations.

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SECTION 12
INTERPRETATIONS (CONTINUED)

Sec. 12
Action on
Recommendation
of Common
Transcript Committee

10/5/81

The Committee acted on three recommendations of the Common Transcript Committee as follows:

1. The Common Transcript Committee was asked to review its recommendation concerning credit awarded for non-traditional experience and to return it to the Committee at a later date.
2. The Committee voted to accept the recommendation of the Common Transcript Committee that CEU credit be maintained as a separate record and not recorded on the common transcript.
3. The Committee voted to accept the recommendation of the Common Transcript Committee, that a non-reproducible, color-coded, computer-generated transcript be acceptable as a properly validated transcript.

Sec. 12
Scaled
Scores on
CLAST
Subtests
to be
Included on
Transcripts

9/15/82

The Committee voted that scaled scores on subtests of the College-Level Academic Skills Test as reported to the institutions be included on transcripts.

Sec. 12
Transcript
to Indicate
Absence of
CLAST
Score

10/11/82

The Committee voted that, when applicable, the transcript will indicate the fact that Associate of Arts degree requirements have been met except for the College-Level Academic Skills Test score.

Sec. 12
Recording
CLAST
Scores on
Transcript

10/11/82

The Committee voted that no later than 1984 the Test Box on Line III of the standard transcript will be used for the purpose of reporting College-Level Academic Skills Test scores, while in the interim, the score may be included on Line V of the transcript or on a separate sheet.

12b.4

SECTION 13 EXPERIMENTAL PROGRAMS

6A-10.24(13) Experimental programs. Experimental programs in all institutions are encouraged. A community college and a state university wishing to engage in a joint specific experimental program which varies from the existing transfer policy shall report such a program to the coordinating committee prior to implementation and shall keep the committee informed of the progress and outcome of such experimentation. Proposed experimental programs which would have systemwide implications or would affect transfer to more than one (1) institution must be approved by the coordinating committee prior to implementation. All experimental programs shall be reported in writing to the coordinating committee including the purpose, design, the participants, the duration, and the results of the experiment. The final report shall be submitted not later than six (6) months following the termination date of the experiment.

13a.1

**SECTION 13
EXPERIMENTAL PROGRAMS
INTERPRETATIONS**

**Sec. 13
Guidelines
for Experi-
mental
Programs**

9/27/72

Guidelines for experimental programs (Appendix III) were approved with the following amendment: With regard to experimental programs that have systemwide implications (Type 3), the committee will approve only those programs which are endorsed by the Chancellor and the Director of the Division of Community Colleges.

13b.1

SECTION 14
ARTICULATION COORDINATING COMMITTEE

6A-10.24(14) Articulation coordinating committee. A community college-university coordinating committee will be established to review and evaluate current articulation policies and formulate additional policies as needed. The coordinating committee shall be composed of seven (7) members, three (3) of whom shall be appointed by the director of the division of community colleges, three (3) by the chancellor of the state university system, and one (1) by the Commissioner. This committee shall have a continuous responsibility for community college-university relationships and shall:

- (a) Authorize professional committees or task forces consisting of representatives from both levels of higher education to facilitate articulation on subject areas (Appendix IV).
- (b) Conduct a continuing review of the provisions of this agreement.
- (c) Review individual cases or appeals from students who have encountered difficulties in transferring from a community college to a university. Decisions reached by the coordinating committee will be advisory to the institutions concerned.
- (d) Make recommendations for the resolution of individual issues and for policy or procedural changes which would improve community college-university articulation systemwide.
- (e) Establish the priority to be given research conducted cooperatively by the division of community colleges and the division of universities in conjunction with individual institutions. Such cooperative research will be encouraged and will be conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Systemwide follow-up studies should be conducted, and results of these studies will be made available to all institutions at both levels for use in evaluating current policies, programs and procedures.
- (f) Review and approve experimental programs as provided in subsection (12), Rule 6A-10.24, FAC.

**SECTION 14
ARTICULATION COORDINATING COMMITTEE
(CONTINUED)**

(g) Develop procedures to improve community college-state university articulation by exploring fully specific issues such as academic record form, general education requirements, unit of credit, course numbering systems, grading systems, calendars, and credit by examination.

**SECTION 14
ARTICULATION COORDINATING COMMITTEE
INTERPRETATIONS**

**Sec. 14 (a)
Recommendation -
Professional
Committee for
Public Second-
ary & Higher
Education be
Dissolved**

9/27/71

It was agreed to recommend to the Commissioner that the Professional Committee for Relating Public Secondary and Higher Education be dissolved in order to avoid duplication of effort by Articulation Committee Discipline Task Force. (subsequently agreed upon by the Commissioner.)

**Sec. 14 (a)
Discipline
Task Force
Procedures**

8/23/72

The committee, by consensus, agreed that it is within its prerogative to initiate task forces within the several academic disciplines as well as receive requests from members of the disciplines.

The Chairman has the responsibility for making appointments to the task forces (with recommendations usually being made by the Division of Community Colleges and Universities). The committee requested, however, that it be given an opportunity to review the recommended membership before the appointments are made.

9/27/72

The Articulation Coordinating Committee adopted the procedure, effective September 27, 1972, of referring all requests for the establishment of articulation program task forces to the Chancellor of the State University System and the Director of the Division of Community Colleges for their recommendations as to whether or not the task force should be established.

4/24/72

Recommendations and other findings from Academic discipline task forces established by the Articulation Committee will be reviewed by the committee and if approved subsequently transmitted as information to the institutions in the public and private colleges, community colleges and universities in Florida.

**SECTION 14
INTERPRETATIONS (CONTINUED)**

**Sec. 14 (c)
Procedures
for Student
Appeals**

9/7/71

Procedures adopted with regard to handling cases brought up to the committee are as follows:

1. Copy of the student's complete transcript must be available.
2. Statement from the receiving institution concerning basis for refusal must be transmitted to the Articulation Coordinating Committee.
3. Statement of clarification from the feeder institution may be requested.
4. It was decided that individual problems which develop should go through the heads of the division before they are taken to the Chairman to be presented to the Articulation Coordinating Committee.
5. A decision letter on the disposition of an appeal would be written by the Chairman to the division directors and simultaneous copies would be sent to all people involved, including the student.

(See other sections for committee actions which relate to Issues, Policies, and Procedures concerned with the Agreement.)

**Sec. 14 (a)
Establishment
of Social Work
Task Force**

6/6/72

Upon the recommendation of the Division of Universities and the Division of Community Colleges, it was agreed that a Task Force on Social Work Education be established. The task force would carry forward the work begun by a federally funded social work education project.

**Sec. 14 (a)
Continuance
of Social
Work Task
Force**

5/29/74

The committee agreed that the Task Force on Social Work should be continued in order to:

1. Provide for comprehensive planning, development, coordination and evaluation of human services, social welfare and social work education programs at the community college and university level with the various agencies of the state.

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14b.2

**SECTION 14
INTERPRETATIONS (CONTINUED)**

2. Delineate educational goals at the community college and university level that will provide for career ladders and lattices for personnel that will be more responsive to the needs of the graduates of these programs and the needs of agencies.
3. Assist the community colleges with communication and coordination of human services programs as they relate to the university undergraduate programs in the human services.
4. Assist the community colleges and universities in developing curriculum components for human services education.
5. Provide a framework and structure for direct and continuing communication between using agencies and the community colleges and universities responsible for education and training of current and future agency personnel.

**Sec. 14(f)
CLEP Research**

(See Section 3)

(See Section 13)

**Sec. 14 (g)
Common
Calendar**

11/3/71

It was agreed that the formulation of a common calendar is not the responsibility of the committee.

**Sec. 14
Term of
Appointments**

9/7/71

With reference to the Articulation Agreement, it was agreed that it was a continuous membership with no set term.

**Sec. 14
Term of
Appointments
- Institutional
Members
(Revised)**

9/7/71

It was decided that institutional members of the Articulation Coordinating Committee be rotated on alternate two-year terms and that the first rotation begin effective September 1, 1973.

**SECTION 14
INTERPRETATIONS (CONTINUED)**

**Sec. 14 (b)
Committee
Responsibility**

9/7/71

The Coordinating Committee is primarily responsible for interpreting the Articulation Agreement. It may make recommendations for changes and improvements. Recommendations of the Committee shall be forwarded to the Commissioner of Education, the Director of the Division of Community Colleges, and the Chancellor for the State University System.

**Sec. 14
Quorum**

9/7/71

The Articulation Coordinating Committee would not meet at any time unless there are at least two persons from the Division of Community Colleges and two persons from the Universities present. No substitution will be allowed for representation from members of this committee.

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SECTION 15

6A-10.24(15) In accordance with other provisions of Rule 6A-10.24, FAC, of the articulation agreement, credit for any course or its equivalent, as judged by the appropriate faculty task force and published in the course numbering system, which can be used by a native student to satisfy degree requirements at a state university can also be used for the same purpose by a transfer student regardless of the institution in which the credit was earned.

**Policy Regarding General Education in
Florida Public Higher Education**

Each public institution of higher education in Florida, i.e., each State University and each Community Junior College, is encouraged to foster and promulgate a program of general education. This basic program* for students working toward a baccalaureate degree should involve not less than 36 semester hours of academic credit.

The institutions are encouraged to exchange ideas in the development and improvement of programs of general education. The experience already gained in the established State Universities and Community Junior Colleges will be of value. While the institutions are to work cooperatively in the development and improvement of general education programs, each institution has the continuing responsibility for determining the character of its own program.

After a public institution of higher learning in Florida has developed and published its program of general education, the integrity of the program will be recognized by the other public institutions in Florida. Once a student has been certified by such an institution as having completed satisfactorily its prescribed general education program, no other public institution of higher learning in Florida to which he may be qualified to transfer will require any further lower division general education courses in this program.

*General education programs provide basic liberal education and include work in areas such as: communications, mathematics, social sciences, humanities, and the natural sciences. This policy was adopted in 1959 by the governing board of the State University System, then the Florida Board of Control, and the Community College Council.

COMMON STANDARD TRANSCRIPT FORM

Adopted September 27, 1972
As Amended Through
January 13, 1977

LINE I

- A. Name of form
- B. Name of the college
- C. Address (City, State, ZIP Code)
- D. Page number and Date record printed -- Optional
- E. Student I.D. No. -- Optional
- F. Social Security Number
- G. Student name (last, first, middle)
- H. Maiden name -- Optional

LINE II

- A. Date of birth
- B. Place of birth -- optional
- C. Sex
- D. High School (last attended)
- E. High School address
- F. Date High School Graduation

LINE III

- A. Registrar's statement
- B. Test information -- optional, except that colleges should indicate the type of norms used when credit is given on the basis of CLEP or other external examination.
- C. Basis of admission

LINE IV

- A. Course Type

Blank	Institutional Credit
Z	CLEP
Y	Advanced Placement
A	American College Testing Program
O	Other External Credit
T	Repeated--Initial Attempt(s)
R	Repeat--Last Attempt
M	Repeated Credit Allowed

When reporting credits granted through the institutions's own programs, the Common Transcript will reflect no additional information. However, when reporting credit obtained through externally developed programs (e.g., CLEP) this fact will be recorded by the appropriate symbol on Line V, and percentile scores of examinations for which credit is given will be recorded in the space provided in Line VI.

B. Grading System

1. Used in G.P.A. computation

A	4 Grade points	Excellent
B	3 Grade points	Good
C	2 Grade points	Average
D	1 Grade point	Poor
F	0 Grade points	Failure
WF	0 Grade points	Withdrew failing
IF	0 Grade points	Incomplete

2. Not used in G.P.A. computation

W	Withdrew
WP	Withdrew Passing
S	Satisfactory
U	Unsatisfactory
X	Audit
I	Incomplete
N	No Grade
NC	Course has no credit
NR	Grade not Reported

Colleges selecting the above symbols must adhere to these definitions and the manner in which G.P.A. is computed. However, colleges are free to use other symbols not listed above, provided they are clearly defined on the transcript.

LINE V

A	Course	six spaces to accommodate new course numbering system; PRX No. or Dept. No.
B	Identifier	as per Line III-D
C	Section	<u>optional</u>
D	Course title	15 spaces (can go to 18 if section is omitted and 23 if both section & grade points are omitted)
E	Type	as per Line IV-A
F	Grade	as per Line IV-B
G	Course Credit	attached credit per course
H	Credit Earned	actual credit earned (whether grade points are assigned or not; e.g., <u>S</u> grade)
I	Credit attempted for G.P.A.	divisor for figuring G.P.A.
J	Grade points	<u>optional</u> , dividend for figuring G.P.A.

LINE VI

- A. Date of attendance, e.g., Fall Term, Aug. 20 - Dec. 13, 1973
- B. Summaries

Institutions are not required to use all of the following cumulative totals but if they use them, they should all be defined as follows:

- | | |
|--|---|
| 1. Term Totals | total of all credits attempted and earned with G.P.A. for that term at the home college. |
| 2. Cumulative Totals | total of all credits attempted and earned with G.P.A. (adjusted for repeats) at the home college. |
| 3. All college cumulative totals | total of all credits attempted and earned with G.P.A. (adjusted for repeats) at all colleges attended. |
| 4. A.A. degree cumulative totals | total of all credits attempted and earned with G.P.A. (adjusted for repeats) at the home college which count toward the AA degree. |
| 5. All college AA degree cumulative totals | total of all credits attempted and earned with G.P.A. (adjusted for repeats) at all colleges attended but only those credits which are applicable to the AA degree. |

C. Remarks

No temporary warnings, i.e., academic warnings, placed on probation, etc., should appear on transcript. If student is not eligible to return, notation should read "not eligible to return" or "eligible to return after one term." Any other remarks, such as "honor roll," "graduated with honors" should be placed here.

LINE VII -- Other Information

A. Size

The size of the standard record--for convenience in reading, interpreting, and filing--should be 8 1/2" X 11". The form has been designed for six (6) print lines per inch. If it is absolutely necessary to use 8 1/2" X 14" or some other size, the same format should be followed. All posting will be done on the left side of the transcript in a vertical manner before posting on the right side.

B. Transfer Work

All attempted college credit hours applicable for the AA degree must be recorded.

C. Transcript

1. Each page of a student's record should be embossed with the seal.
2. Completion of record should be indicated by some remark; e.g., "end of transcript."

3. When record is incomplete, appropriate notation should be made; i.e., "incomplete transcript, student currently enrolled."
4. It is recommended that all institutions utilize the common transcript by the Fall of 1973.

D. Changes

Any changes of format or content must be presented for approval to a statewide standing committee appointed by the Articulation Coordinating Committee; and if approved, the changes must then be endorsed by a majority of participating institutions before official adoption.

I. PERMANENT ACADEMIC RECORD

(COLLEGE NAME AND ADDRESS)

Page*

Date Printed*

Student I.D. No.*

Social Sec. No.

Student Name

Last

First

Middle (Maiden*)

II. Birth Date

Place of Birth*

Sex

High School Last Attended

City

State

Date H.S. Grad.

III.

TEST SCORES

BASIS OF ADMISSION

High School
 Transfer
 Other:

Student is in good standing and is eligible to return unless otherwise stated. This transcript is not official unless it bears the embossed seal of the college.

IV.

Course Blank - Inst. Credit T - Repeated
Type E - CLEP Init. Attempt
Y - Adv. Placemt. R - Repeated
A - ACT Program Last Attempt
O - Other Ext. Cr. M - Repeated
Credit Allowed

Gr. A - 4 GP Excellent
System B - 3 GP Good
C - 2 GP Average
D - 1 GP Poor
F - 0 GP Failure

WF - 0 GP Withdrew Failing
IP - 0 GP Incomplete Failing
W - Withdrew
WP - Withdrew Passing
S - Satisfactory

U - Unsatisfactory
I - Incomplete
X - Audit
N - No Credit
NC - No Cr. Course
NR - Gr. Not Reptd.

V.

COURSE

Sem/Ctr Credits

Dept. or PRK No.	Sec. *	Title	Type	Grade	Sem/Ctr Credits			Gr. Pt. *
					Credit Credit	Credit	Gr. Pt.	

(Duplicate left side)

VI.

TERM DATES

XXXXXXXXXX	XXXX	XX-----XX	XX	XX	XXXX	XXXX	XXXX	XXXX
XXXXXXXXXX	XXXX	XX-----XX	XX	XX	XXXX	XXXX	XXXX	XXXX
XXXXXXXXXX	XXXX	XX-----XX	XX	XX	XXXX	XXXX	XXXX	XXXX
XXXXXXXXXX	XXXX	XX-----XX	XX	XX	XXXX	XXXX	XXXX	XXXX
XXXXXXXXXX	XXXX	XX-----XX	XX	XX	XXXX	XXXX	XXXX	XXXX

Totals	Hours Earned	Hrs.	Att.	(GPA)	GR.PT.	GPA
--------	--------------	------	------	-------	--------	-----

TERM College Cum
*All College Cum
*AA College Cum
*AA All College Cum

Remarks

*Optional Items

GUIDELINES FOR EXPERIMENTAL PROGRAMS

Adopted September 27, 1972

Provision 10 of the Articulation Agreement between the state universities and public junior colleges of Florida, March 1, 1971, states:

Experimental programs in all institutions are encouraged. A junior college and a university wishing to engage in a joint specific experimental program which varies from the existing transfer policy shall report such a program to the coordinating committee prior to implementation and shall keep the committee informed of the progress and outcome of such experimentation. Proposed experimental programs which would have systemwide implication or would affect transfer to more than one institution must be approved by the coordinating committee prior to implementation. All experimental programs shall be reported in writing to the coordinating committee including the purpose, design, the participants, the duration, and the results of the experiment. The final report shall be submitted not later than six months following the termination date of the experiment.

In interpretation of Provision 10, the Articulation Coordinating Committee takes the following positions:

1. Experimental programs which do not involve transfer between community colleges and universities. Since the subject of the entire Articulation Agreement relates to transfer between junior colleges and universities, there is no obligation on the part of any institution to report educational experiments to the committee unless such experimental programs have direct bearing on transfer.

2. Experiments in variance with the Articulation Agreement that are mutually agreed to by the affected universities and junior colleges. In the case of an experiment that is restricted to specific junior colleges and universities and where such institutions agree to take part in the experiment, the obligations of the participating institutions with regard to the Articulation Coordinating Committee are:

- A. The experiment shall be reported to the Articulation Coordinating Committee prior to implementation.
- B. The report should include the purpose of the experiment, the research design which is to be used to evaluate the experiment, the number of participants, the participating institutions, and the duration of the experiment.
- C. The results of the experiment shall be reported to the Articulation Coordinating Committee no later than six months following the completion of the experiment.
- D. The participating institutions shall recommend one of the following actions in their report on the experiment:
 - (1) discontinuation of the program;
 - (2) regularization of the experimental program as a part of the articulation practices among the participating institutions;
 - (3) continuation of the experiment.

The Articulation Coordinating Committee will make no judgment as to the approval or disapproval of the beginning of an experimental program in this category. At the close of the program, the Articulation Coordinating Committee will circulate the results of the program to all universities and junior colleges. Further, it may make recommendations concerning the impact of the results of the experiment on the Articulation Agreement.

3. Experimental programs in variance with the Articulation Agreement which have systemwide implications. In some cases, an experimental program, conducted at a junior college, would require acceptance during the experimental period by all universities in order that the experiment could be carried out. In such cases, the obligations of the proposing institution(s) with regard to the Articulation Coordinating Committee are:

- A. The experiment shall be presented for consideration of approval for implementation by the Articulation Coordinating Committee.
- B. The proposal should include the purpose of the experiment, the research design which is to be used to evaluate the experiment, the number of participants, the proposing institution(s), and the duration of the experiment.
- C. Written agreement to participate from at least two universities must be presented in order to be considered by the Articulation Coordinating Committee.
- D. Should the experiment be approved, the results shall be reported no later than six months following the completion of the experiment.
- E. The proposing institution(s) shall recommend one of the following actions in their report on the experiment:
 - (1) discontinuation of the program;
 - (2) regularization of the experimental program as it affects the Articulation Agreement;
 - (3) continuation of the experiment.

The Articulation Coordinating Committee must approve any experiment in this category before it may be implemented. The Committee will not approve such programs without concurrence by the Chancellor and the Director of the Division of Community Colleges. At the completion of the experiment, the Committee will review the results and will:

- 1. discontinue the program;
- 2. extend the experiment; or
- 3. recommend to the Commissioner of Education that the Articulation Agreement be amended to include the practices found to be successful in the experiment.

TASK FORCE GUIDELINES

I. Types of Task Forces

The Articulation Coordinating Committee shall have a direct responsibility for the following types of Task Force Groups:

1. Special Problem Groups. The Committee may from time to time create ad hoc task force groups to develop recommendations for the Committee's consideration to resolve particular articulation conflicts. Special problem task forces have already been established to define occupational programs, to develop a common transcript, and to provide recommendations with respect to credit by examination. Special problem groups would normally have a short-term existence and be composed of representatives from community colleges and universities.
2. Academic Discipline Groups. When articulation difficulties arise within a particular academic discipline, the Articulation Coordinating Committee will determine whether it is necessary to establish a special task force group to resolve the difficulties. Such task force groups will be charged with the responsibility of providing the Committee with reports of its activities and findings. The task force may also engage in organizing statewide conferences and meetings to discuss and study articulation problems. It is presumed that such a task force will have a lifespan beyond one meeting and may exist for periods of one to two years.
3. Articulation Conferences. The Articulation Coordinating Committee shall be kept informed by the respective State Department Divisions as to the holding of one or two day articulation conferences of a statewide nature, whether they be in academic or administrative areas of concern. The approval procedure for such conferences is delineated in Section IV of this document. Articulation conferences may be used to increase contacts among professional persons in community colleges and universities, discuss common problems and needs, and to assess whether a more permanent task force is needed to solve problems of articulation. If recommendations for a permanent task force are forthcoming from a conference, they will be forwarded to the Articulation Coordinating Committee for consideration.
4. Special Planning Projects. The Articulation Coordinating Committee shall not have responsibility for the establishment, operations or administration of funded academic planning projects which the two divisions may initiate and implement. If such joint projects generate the need for articulation policies, recommendations for policies should be forwarded to the Articulation Coordinating Committee by project directors for consideration. The priority for such funded academic planning projects will be determined by the respective divisions and not by the Articulation Coordinating Committee.

II. Purposes

- 1. Study articulation conflicts and problems between universities and community junior colleges.**
- 2. Develop recommendations for the Articulation Coordinating Committee for new policies and/or revised existing policies to facilitate articulation between the two systems.**
- 3. Develop joint academic and administrative programs.**
- 4. Generate on-going communication and understanding among counterpart groups and individuals in both systems.**

III. Procedures

- 1. All official task force groups will be established by the Articulation Coordinating Committee to insure that they have a specific and viable priority and purpose for functioning and that they will be adequately organized and coordinated.**
- 2. While the composition and chairmanship of task forces may be determined by the Articulation Coordinating Committee, appointments of members will be made by the respective divisions.**
- 3. A recommendation for a task force may be generated from:**
 - a. Members of the Articulation Coordinating Committee**
 - b. The Divisions of the State Department of Education**
 - c. The universities and community junior colleges**
- 4. A written proposal for a Task Force should be submitted to the Articulation Coordinating Committee and include the following:**
 - a. A statement of need and purpose for such a group.**
 - b. An indication of the extent there has been consultation with all persons concerned with the reasons for forming such a group, including the appropriate divisional offices in the Department of Education.**
 - c. A statement of the expected duration of the group, i.e., how many meetings will be necessary and time frame needed to issue a report or recommendation.**
 - d. A recommendation as to the composition of the group, i.e., size and types of persons who should serve or be represented.**
 - e. An estimate of any unusual expense anticipated and the source of funding, if needed.**

5. Task Force participants will attend meetings at the expense of the institutions from which representatives come.
6. Task Force Chairman will be responsible for providing the Articulation Coordinating Committee periodic reports of task force activities and for submission to the Articulation Coordinating Committee of a final report and recommendations for actions, if any are warranted.

IV. Articulation Conferences

The Articulation Coordinating Committee reaffirms the following policy approved by both divisions, regarding articulation conferences in academic disciplines, which are designed as a one meeting opportunity for improving communication and articulations:

That all statewide articulation conferences between State University System institutions and Florida's public community colleges be scheduled only after receiving prior approval for such a conference from both the Office of the Vice Chancellor for Academic Affairs of the State University System and the Office of Director of the Division of Community Colleges of the State Department of Education. It is further recommended that any meetings between universities and community colleges on a statewide basis that are approved by the above offices involve all State University System institutions and community colleges when applicable. Faculty participating in approved articulation programs should be reimbursed by their home institutions for travel. Programs not of a statewide nature between one State University System institution and community colleges would receive reimbursement for travel at the discretion of the faculty member's home institution.

Rule 6A-10.24 is amended to read:

6A-10.24 Articulation Between Universities, and Community Colleges and School Districts. Each state university and each public community college shall individually and jointly honor the terms of this rule, which has prior to its adoption, been agreed to by the Division of Universities and the Division of Community Colleges.

(1) Each state university president, community college board of trustees and district school board shall plan and adopt policies and procedures to provide articulated programs so that students can proceed toward educational objectives as rapidly as their circumstances permit. Universities, community colleges and school districts are encouraged to exchange ideas in the development and improvement of programs of general education, the development and implementation of accelerating mechanisms and shall plan for the establishment of inter-institutional or inter-divisional programs or agreements to facilitate articulation, acceleration and more efficiency in the deployment of faculty, equipment and facilities.

(2) Articulation Coordinating Committee. The Commissioner shall establish a joint school district-community college-state university articulation coordinating committee which shall consist of twelve (12) members appointed by the Commissioner as follows: three (3) members representing the state university system; three (3) members representing the community college system; one (1) member representing vocational education; three (3) members representing public schools; one (1) member from the Commissioner's staff who shall serve as chairman, and one (1) additional member. The committee shall:

(a) Accept continuous responsibility for community college-university-school district relationships, including recommending to the Commissioner plans for school district articulation relationships with community colleges and universities, including coordination of cooperative plans required by Section 229.814(5), Florida Statutes.

(b) Authorize professional committees or task forces consisting of representatives from both levels of higher education to facilitate articulation on subject areas.

(c) Conduct a continuing review of the provisions of Rule 6A-10.24.

FAC.

(d) Review individual cases or appeals from students who have encountered difficulties in transferring from a community college to a university. Decisions reached by the articulation coordinating committee will be advisory to the institutions concerned.

(e) Make recommendations for the resolution of individual issues and for policy or procedural changes which would improve community college-university articulation systemwide.

(f) Establish the priority to be given research conducted cooperatively by the Division of Community Colleges and the Division of Universities in conjunction with individual institutions. Such cooperative research shall be encouraged and shall be conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Results of follow-up studies shall be made available for use in evaluating current policies, programs and procedures.

(g) Review and approve experimental programs as provided in Rule 6A-10.24(15), FAC.

(h) Develop procedures to improve community college-state university articulation by exploring fully specific issues such as academic record form, general education requirement, unit of credit, course numbering systems, grading systems, calendars, and credit by examination.

(i) Collect and disseminate information on successful cooperative programs that implement the intent of Rule 6A-10.24(1), FAC.

†† (3) General education.

(a) Each public institution of higher education in Florida, i.e., each state university and each community college, is encouraged to foster and promulgate a program of general education. This basic program for students working toward a baccalaureate degree should shall involve not fewer than thirty-six (36) semester hours of academic credit.

(b) The institutions are encouraged to exchange ideas in the development and improvement of programs of general education. The experience already gained in the established state universities and community colleges will be of value. While the institutions are to work cooperatively in the development and improvement of general education programs, each institution has the continuing responsibility for determining the character of its own program.

(c) After a public institution of higher learning education in Florida has developed and published its program of general education, the integrity of the program will be recognized by the other public institutions in Florida. Once a student has been certified by such an institution as having completed satisfactorily its prescribed general education program, no other public institution of higher learning education in Florida to which he or she may be qualified to transfer will require any further lower division general education courses in his or her program.

††† (4) Definition of associate of arts degree.

(a) At the core of any agreement between the community colleges and the state university system designed to establish an efficient orderly transfer process for community college students is the mutual acceptance of the nature and purpose of the associate of arts degree.

(b) This degree, which is the basic transfer degree of Florida community colleges, and which is the primary basis for admission of transfer students to upper division study in a state university, shall be awarded upon:

1. Completion of sixty (60) semester hours or ninety (90) quarter hours of academic work exclusive of occupational courses.
2. Completion of an approved general education program of not fewer than thirty-six (36) semester hours or fifty-four (54) quarter hours.
3. Achievement of a grade point average of not less than 2.0 in all courses attempted, and in all courses taken at the community college awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing this average. The grade of "D" will be accepted for transfer (provided the overall grade average does not drop below the prescribed 2.0 level), and will count toward the baccalaureate in the same way as "D" grades obtained by students enrolled in the lower division of state universities, i.e., credits required for the baccalaureate; however, it is at the discretion of the department or college of the university offering the major as to whether courses with "D" grades in the major may satisfy requirements in the major field.

††† (5) College level examination program (CLEP).

(a) The transfer of credit awarded on the basis of scores achieved on examinations in the College-Level Examination Program is protected by this

agreement only for examinations taken in the national administration program of CLEP.

(b) General examinations.

1. Transferability of credit under terms of the articulation agreement is mandatory provided that the institution awarded the credit on the basis of scaled scores determined to be equivalent of student achievement represented by the fiftieth (50th) percentile on the combined men-women sophomore norms which were in use prior to 1978, with no letter grade or quality points assigned. Scaled score equivalents which are minimum for the award of credit are as follows:

a. English Composition with Essay	610
b. Humanities	489
c. Mathematics	497
d. Natural Sciences	
[1] Biology	50
[2] Physical Science	49
e. Social Sciences and History	488

2. Not more than six (6) semester or nine (9) quarter credits are to be transferred in each of the five (5) areas of the general examinations: English; humanities; mathematics; natural sciences; and social sciences-history.

3. Credit for general examinations in English taken after September 1, 1979, may be transferred only for scores determined by successful completion of both the objective and the essay portions of the examination.

4. Subscores shall be used for awarding credit on the general examination in natural sciences. Three (3) semester credits or four and one-half (4.5) quarter credits may be awarded for a biology subscore of fifty (50) or above and three (3) semester credits or four and one-half (4.5) quarter credits may be awarded for a physical science subscore of forty-nine (49) or above.

(c) Subject examinations. Transferability of credit under the terms of the articulation agreement is mandatory provided that the institution awarded the credit at, or higher than, cut-off scores established at the basis of the fiftieth (50th) percentile on national norms. Specific scores are to be on file and published by the Articulation Coordinating Committee.

for use by local institutions. No letter grades or quality points are to be assigned.

<u>Subject matter examination</u>	<u>Minimum score for awarding credit</u>	<u>Length of course for which the examination was designed (number of semesters)</u>	<u>Recommended maximum semester credit</u>
Afro-American history	49 <u>50</u>	1	3
American government	47 <u>50</u>	1	3
American history	46 <u>49</u>	2	6
American history I: Early Colonization to 1877	49	1	3
American history II: 1865 to present	49	1	3
American literature	46 <u>50</u>	2	6
Analysis & interpretation of literature	49 <u>51</u>	2	6
General biology	46 <u>49</u>	2	6
Clinical chemistry	47 <u>50</u>	Based on subject matter in clinical year training.	
Calculus with analytical geometry	47 <u>49</u>	2	6
College algebra	45 <u>48</u>	1	3
College algebra-trigonometry	45 <u>50</u>	1	3
Computers & data processing	47 <u>49</u>	1	3
Educational psychology	46 <u>49</u>	1	3
Elementary computer programming - FORTRAN IV	48 <u>51</u>	1	3
College composition	47 <u>50</u>	2	6

English literature	46 <u>49</u>	2	6
English, freshman	51	2	6
French	55 <u>56</u>	0	12
	49	0	9
	44	0	6
General chemistry	47 <u>50</u>	2	6
General psychology	47 <u>50</u>	1	3
Geology	49	2	6
German	55	0	12
	52	0	9
	45 <u>43</u>	0	6
Hematology	46 <u>51</u>		Based on subject matter in clinical year training.
History of American Education	46 <u>50</u>	1	3
Human growth & development	45 <u>51</u>	1	3
Immunohematology	47 <u>50</u>		Based on subject matter in clinical year training.
Introduction to management	47 <u>49</u>	1	
Introductory accounting	47 <u>50</u>	2	6
Introductory business law	51	2	6
Introductory calculus	48	2	6
Introductory economics	48	2	6
Introductory MACRO Economics	48 <u>50</u>	1	3
Introductory MICRO Economics	47 <u>50</u>	1	3
Introductory MACRO and MICRO Economics	47 <u>49</u>	1	3
Introductory marketing	48 <u>50</u>	1	3
Introductory sociology	47 <u>50</u>	2	6
Microbiology	48 <u>49</u>		Based on subject matter in clinical year training.

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Money & banking	48 <u>49</u>	1	3
Spanish	55	0	12
	48	0	9
	45	0	6
Statistics	49 <u>51</u>	1	3
Tests & measurements	46 <u>49</u>	1	3
Trigonometry	50 <u>54</u>	1	3
Western civilization	50 <u>49</u>	2	6
Western civilization I:			
Ancient Near East to 1648	50	1	3
Western civilization II:			
1648 to present	48	1	3

(d) Because college level examination program credit is regarded in the same category as transfer credit, no matter how earned, the maximum transferability of credit under the college level examination program, both general and subject examinations combined, is forty-five (45) semester or sixty-seven and one-half (67.5) quarter credits.

(e) The institution awarding credit for the college level examination program general examination, may, but need not, specify for what course(s) it is being awarded. The institution awarding college level examination program subject matter examination credit must specify for what course(s) it is being awarded. The standard policies of the institution prohibiting credit for overlapping courses will apply.

(f) Any implementation of a uniform CLEP percentile restriction of the agreement will not affect CLEP credit awarded by institutions prior to the September 1, 1972, effective date of implementation.

44) [6] Advanced placement - The following provisions shall apply to credit awarded under the advanced placement program:

(a) Transferability of credit under the articulation agreement is mandatory provided that the institution awarded the credit on advanced placement programs scores of three (3), four (4), or five (5) for any of the thirteen (13) examinations in the program. The thirteen (13) advanced placement program examinations are as follows:

American history

Art (history of art, studio art)

Biology
Chemistry
Classics (Vergil, lyric)
English
European history
Spanish
French (language, literature)
German
Mathematics (calculus AB & calculus BC)
Music
Physics (physics B, physics C - mechanics,
physics C - electricity & magnetism)

(b) The college awarding credit on the basis of advanced placement program scores shall specify the course for which credit is being given.

(c) No grade or quality points shall be assigned for credit awarded on the basis of advanced placement program scores.

(d) There shall be no credit awarded on advanced placement program which is duplicative of credit awarded for college level examination program or courses taken in the college or received in transfer.

45) (7) United States armed forces institute (USAFI) credit. The following provisions shall apply to credit awarded under the USAFI program:

(a) Credit earned through correspondence courses sponsored by USAFI may be included under standard policies of the institutions.

(b) Credit may be awarded for tests of General Education Development (GED) only when verified by CLEP scores prescribed in subsection 43) (5) above.

(c) Credit awarded on the basis of subject tests (USST) in collegiate subjects may be included provided that the scores are at the fiftieth (50th) percentile or higher.

(d) The college awarding credit on the work sponsored by USAFI must specify the course for which credit is being given.

(e) No grade or quality points are to be assigned for credit awarded on the basis of work sponsored by USAFI.

(f) No credit is to be awarded on work sponsored by USAFI which is duplicative of credit awarded by CLEP, APP or courses taken in the college or received in transfer.

46+ (8) Responsibility for general education requirements. The baccalaureate degree in all state universities shall be awarded in recognition of lower division (freshman-sophomore) combined with upper division (junior-senior) work. The general education requirement of the baccalaureate degree shall be the sole responsibility of the institution awarding the associate of arts degree in accordance with the general education agreement of 1959. If, for any reason, a student has not completed an approved general education program in a community college prior to his or her transfer to a state university, the general education requirement shall become the responsibility of the university.

47+ (9) Pre-professional course responsibility. Lower division programs in all state universities and community colleges enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. However, the determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the state university awarding the degree.

48+ (10) Admission to upper division programs which are competitive due to space or fiscal limitations. Students receiving the associate of arts university system. The specific university that accepts the student will be determined by the preference of the student, by the program of major concentration, and by space available within the specific institution. If, because of space or fiscal limitations, any state university must select from qualified community college graduates, its criteria for selection shall be reported to the coordinating committee described in subsection 43+ (2), Rule 6A-10.24, FAC.

49+ (11) Other associate degrees and certificates. Other associate degrees and certificates may be awarded by a community college for programs which have requirements different from the associate of arts, or a primary objective other than transfer. Acceptance of course credits for transfers from such degree or certificate programs will be evaluated by the senior level institution on the basis of applicability of the courses to the

baccalaureate program in the major field of the student. Each state university is encouraged to develop admission policies that will consider all factors indicating the possibility of success in its upper division of transfer students who have not earned the associate of arts degree.

††† (12) Publication of upper division requirements. Each university department shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the state.

††† (13) Statement of lower division prerequisite requirements. Each state university shall include in its official catalog of undergraduate courses a section stating all lower division prerequisite requirements for each upper division specialization or major program. The sections of the catalog may also list additional recommended courses but there shall be no ambiguity between statement of requirements for all students for admission to upper division work on the one hand, and prerequisites and other requirements for admission to a major program on the other. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The catalog in effect at the time of the student's initial enrollment in a community college shall govern lower division prerequisites, provided that he or she has had continuous enrollment as defined in the university catalog.

††† (14) Standard transcript form. Each state university and each community college shall keep a complete academic record for each student. The coordinating committee shall develop a standard form for recording the academic performance and credits of students. Each transcript shall include all academic work for which a student is enrolled during each term; the status in each course at the end of each term such as superior, average, incomplete, or unsatisfactory; all grades and credits awarded and a statement explaining the grading policy of the institution.

††† (15) Experimental programs. Experimental programs in all institutions are encouraged. A community college and a state university wishing to engage in a joint specific experimental program which varies from the existing transfer policy shall report such a program to the coordinating committee prior to implementation and shall keep the committee informed of the progress and outcome of such experimentation. Proposed

experimental programs which would have systemwide implications or would affect transfer to more than one (1) institution must be approved by the coordinating committee prior to implementation. All experimental programs shall be reported in writing to the coordinating committee including the purpose, design, the participants, the duration, and the results of the experiment. The final report shall be submitted not later than six (6) months following the termination date of the experiment.

(14) -- Articulation-coordinating-committee: -- A community-college-university-coordinating-committee-will-be-established-to-review-and-evaluate-current-articulation-policies-and-formulate-additional-policies-as-needed; -- The-coordinating-committee-shall-be-composed-of-seven-(7)-members; three-(3)-of-whom-shall-be-appointed-by-the-director-of-the-division-of-community-colleges; three-(3)-by-the-chancellor-of-the-state-university-system; and-one-(1)-by-the-commissioner; -- This-committee-shall-have-a-continuous-responsibility-for-community-college-university-relationships-and-shall:

(a) -- Authorize-professional-committees-or-task-forces-consisting-of-representatives-from-both-levels-of-higher-education-to-facilitate-articulation-on-subject-areas;

(b) -- Conduct-a-continuing-review-of-the-provisions-of-this-agreement;

(c) -- Review-individual-cases-or-appeals-from-students-who-have-encountered-difficulties-in-transferring-from-a-community-college-to-a-university; -- Decisions-reached-by-the-coordinating-committee-will-be-advisory-to-the-institutions-concerned;

(d) -- Make-recommendations-for-the-resolution-of-individual-issues-and-for-policy-or-procedural-changes-which-would-improve-community-college-university-articulation-systemwide;

(e) -- Establish-the-priority-to-be-given-research-conducted-cooperatively-by-the-division-of-community-colleges-and-the-division-of-universities-in-conjunction-with-individual-institutions; -- Such-cooperative-research-will-be-encouraged-and-will-be-conducted-in-areas-such-as-admissions; grading-practices; curriculum-design; and-follow-up-of-transfer-students; -- Systemwide-follow-up-studies-should-be-conducted; and-results-of-these-studies-will-be-made-available-to-all-institutions-at-both-levels-for-use-in-evaluating-current-policies; programs-and-procedures;

(f) -- Review and approve experimental programs as provided in subsection (42), Rule 6A-10.24, FAC.

(g) -- Develop procedures to improve community college-state university articulation by exploring fully specific issues such as academic record form, general education requirements, unit of credit, course numbering systems, grading systems, calendars, and credit by examination.

Amended
6/7/83

(45) (16) In accordance with other provisions of Rule 6A-10.24, FAC, of the articulation agreement, credit for any course or its equivalent, as judged by the appropriate faculty task force and published in the course numbering system, which can be used by a native student to satisfy degree requirements at a state university can also be used for the same purpose by a transfer student regardless of the institution in which the credit was earned.

Specific Authority 229.053(1), 240.115(1)(2) FS. Law Implemented 229.053(2)(c), 229.551(1)(g), 229.814(5), 240.115 FS. History - New 5-5-75, Amended 10-7-75, 6-8-76, 8-22-77, 12-26-77, 3-28-78, 5-10-78, 7-2-79, 2-27-80, 5-27-81, 1-6-83, 1-

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Subsection (16) of Rule GA-10.24 is amended to read:

6A-10.24 Articulation Between Universities, Community Colleges and School Districts.

(16) In accordance with other provisions of Rule 6A-10.24, FAC, of the articulation agreement, credit for any course or its equivalent, as judged by the appropriate faculty task force and published in the course numbering system, which can be used by a native student to satisfy degree requirements at a state university can also be used for the same purpose by a transfer student regardless of the institution in which the credit was earned. When a student transfers among postsecondary area vocational-technical centers, community colleges, and universities, the receiving institution shall award credit for courses satisfactorily completed at the previous institutions when the courses are judged by the appropriate common course designation and numbering system faculty task forces to be equivalent to courses offered at the receiving institution and are entered in the course numbering system. Credit so awarded can be used by transfer students to satisfy certificate and degree requirements in these institutions on the same basis as native students.

Specific Authority 229.053(1), 240.115(1)(2) FS. Law Implemented 229.053(2)(c), 229.551(1)(g), 229.814(5), 240.115 FS. History - New 5-5-75, Amended 10-7-75, 6-8-76, 8-22-77, 12-26-77, 3-28-78, 5-10-78, 7-2-79, 2-27-80, 5-27-81, 1-6-83, 4-5-83,

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1 community colleges and state universities toward fulfilling
 2 the objectives of this section and s. 240.134.

3 Section 24. Section 240.134, Florida Statutes, is
 4 created to read:

5 240.134 Remedial and developmental instruction in
 6 community colleges and state universities.--

7 (1) On or before June 30, 1984, from tests currently
 8 in use in community colleges and universities, the State Board
 9 of Education shall specify common placement tests and testing
 10 procedures which will assess the basic computation and
 11 communication skills of students entering all public community
 12 colleges and state universities. The state board shall adopt
 13 scores below which a student is determined to need
 14 remediation. The State Board of Education shall adopt rules
 15 enabling the community colleges or state universities to
 16 implement appropriate modifications of the test instruments or
 17 test procedures for exceptional students.

18 (2) Community college or state university students who
 19 have been identified as requiring remediation pursuant to
 20 subsection (1) shall enroll in remedial courses to develop
 21 needed skills. These students shall be permitted to take
 22 courses concurrently in other curriculum areas for which they
 23 are qualified, while enrolled in remedial courses. Credit
 24 awarded for remedial courses shall not be counted towards
 25 fulfilling the number of credits required for a degree.

26 (3) By August 1, 1990, remedial education courses in
 27 community colleges shall be limited to:

28 (a) Education of older students wishing to enter the
 29 Associate of Arts program who are deficient in basic academic
 30 skills and who are 5 years or more out of sequence from high
 31 school graduation.

1 (b) Correcting academic deficiencies which prevent a
2 student from benefiting from vocational instruction.

3 (4) By August 1, 1990, all postsecondary remedial
4 education not authorized in subsection (3) shall be the
5 responsibility of district school boards, pursuant to s.
6 232.2455.

7 Section 25. Postsecondary feedback of information to
8 high schools.--

9 (1) On or before January 1, 1984, the State Board of
10 Education shall adopt rules authorizing universities and
11 community colleges to report to school districts on the
12 performance of their students who are enrolled at a public
13 community college or state university. Such reports shall
14 indicate students referred to remedial or developmental
15 programs.

16 (2) The State Board of Education shall annually report
17 to the Legislature, no later than March 1 of each year, on the
18 number of Florida high school graduates by high school
19 referred to remediation programs.

20 Section 26. Section 240.60, Florida Statutes, 1982
21 Supplement, is amended to read:

22 240.60 College career work experience program.--

23 (1) There is established the college career work
24 experience program, to be administered by the Department of
25 Education. The purpose of the program is to introduce
26 eligible students to work experience in their declared major
27 areas of study. Such program shall be available to:

28 (a)(1) Any student attending a state university or
29 community college authorized by Florida law; and

30 (b)(2) Any student attending a nonprofit Florida
31 college or university which is accredited by a member of the

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6A-10.241 Articulation Plans for College-Level Instruction for High School Students.

(1) An objective of public education in the state shall be to enhance learning opportunities for qualified students in each high school during normal class hours through effective use of community college programs and resources.

(2) The objective specified in Rule 6A-10.241(1), FAC, shall be implemented through articulation agreements to be executed between community college boards of trustees and district school boards within the community college district. By August 1 of each year beginning in 1983, each community college president shall transmit to the Commissioner an articulation plan or amended plan which shall include agreements for articulation with each district school board within the college district. Each agreement shall provide for at least the following:

(a) Procedures for providing college-level instruction for high school students who demonstrate academic capabilities to pursue college-level instruction and criteria to be used to establish such readiness.

(b) A designation of college-level courses, which shall include mathematics, English, science and social studies, and may include academic courses leading to attainment of the Florida Academic Scholars Certificate authorized in Rule 6A-1.93(4), FAC, to be made available to high school students qualified according to criteria required by Rule 6A-10.241(2)(a), FAC.

(c) Coordination of courses of the college and the high schools to avoid unnecessary duplication and assure that the community college courses are complementary to the high school curriculum.

(d) Procedures for ensuring transferability of credit in accordance with the articulation agreements required by Rule 6A-10.24, FAC, and procedures to assure that high school credit may also be awarded.

(e) Procedures for communication with students and parents regarding educational benefits and requirements for participation.

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(f) Definition of specific administrative and procedural relationships between the college and high schools within the college district.

(g) Procedures for the community college to designate faculty in each subject area required or authorized in Rule 6A-10.241 (2)(b), FAC, to teach college-level courses to high school students and procedures to provide coordination of course offerings and counseling services to high school students regarding the community college educational program. Preference shall be given to high school instructional personnel to be designated as adjunct faculty to the college for the purpose of providing these educational services.

(h) Provisions for equitable distribution of financial resources between the board of trustees and the district school board, with consideration to be given to the proportion of instructional hours and the total amounts to be generated by both the Florida Education Finance Program, the Community College Program Fund and any provisions included in the General Appropriations Act.

(3) An evaluation report shall be transmitted annually by each college president to the Commissioner which shall include:

(a) Numbers and percentage of students participating, by high school, in each community college district.

(b) Performance of high school students participating in such cooperative programs as compared to community college students taking the same courses.

(c) Hours of high school student participation in college-level instruction in high school facilities, community college facilities, and other facilities.

(d) Hours of high school student instruction by high school teachers designated as college adjunct faculty and such hours taught by other college faculty.

(4) The Commissioner shall transmit the articulation plans and the evaluation reports to the State Board, after appropriate review and summary by the Articulation Coordinating Committee.

Specific Authority 229.053(1) FS. Law Implemented 229.059(2)

(a)(b), 229.555, 229.814(5), 240.115 FS. History - New 5/29/83.