

# **REVIEW OF POSTSECONDARY ARTICULATION POLICY ISSUES**

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**Report and Recommendations by the  
Florida Postsecondary Education Planning Commission**

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**JANUARY 1997**

## **POSTSECONDARY EDUCATION PLANNING COMMISSION**

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New Smyrna Beach

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**William B. Proctor, Executive Director**

The Postsecondary Education Planning Commission, initially created by executive order in 1980, given statutory authority in 1981 (SS 240.145 and 240.147, Florida Statutes), and reauthorized by the 1991 Legislature, serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses and recommendations to the State Board of Education and the Legislature. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

A major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and centers of public postsecondary education institutions; periodically reviewing the accountability processes and reports of the public and independent postsecondary sectors; reviewing public postsecondary education budget requests for compliance with the State Master Plan; and periodically conducting special studies, analyses, and evaluations related to specific postsecondary education issues and programs.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 224 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (904) 488-7894; FAX (904) 922-5388.

**POSTSECONDARY EDUCATION PLANNING COMMISSION**

***REVIEW OF POSTSECONDARY ARTICULATION POLICY ISSUES***

Prepared in Response to Specific Appropriation 188  
of the  
1996 General Appropriations Act  
Chapter 96-424, Laws of Florida

January 16, 1997

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In proviso language accompanying Specific Appropriation 188 of the General Appropriations Act, the 1996 Legislature directed the Postsecondary Education Planning Commission to:

*review the implementation status of Chapter 95-243, Laws of Florida, with emphasis on those policy initiatives requiring cooperation among two or more postsecondary sectors including the articulation agreement, common course numbering, the development of common prerequisites and course levels and the extent to which at least half of the coursework for any baccalaureate degree is offered at the lower division level. A report and recommendations shall be submitted to the Legislature and State Board of Education by February 1, 1997.*

This legislation is also referred to as SB 2330, the “Higher Education Access 2000 Act,” and the “Time to Degree Bill.”

In the late 1960s, the Legislature recognized that Florida faced continued rapid growth and that the welfare of the State depended upon increased educational opportunities beyond high school. To address growth and economic demands of the State, ensuing legislation formed the policy framework of Florida’s current two-plus-two public system of higher education by providing strong articulation of students between community colleges and the state universities. State policies addressed acceptance of course work, admission of associate in arts degree recipients, and state level overview of policies and procedures involving admission of community college students transferring to state universities. Legislation continued to promote the efficient progress through the education system in a number of ways including removing articulation barriers, implementing acceleration mechanisms, and using educational benchmarks and assessment instruments to assure the preservation of quality.

Enacted in the 1995 legislative session, Chapter 95-243, Laws of Florida, authorized comprehensive revisions to higher education in order to strengthen articulation between postsecondary education sectors and shorten the time required for completion of the baccalaureate degree. To carry out the legislative directive, community colleges and universities were required to: 1) submit general education requirements that do not exceed 36 credit hours; 2) designate a group of courses (approximately 1700) with course leveling problems as either lower division or upper division; and 3) by Fall 1996, develop and implement common program prerequisites for each baccalaureate program. In addition, the legislation directed that associate in arts programs require no more than 60 semester hours of college credit and that baccalaureate degree programs require no more than 120 hours of college credit, unless prior approval is granted by the Board of Regents. A further provision of Chapter 95-243, Laws of Florida, addressed planning for a single, computer-assisted student advising and degree audit system.

## **INTRODUCTION**

### **Legislative Charge**

### **Background Information**

### **Conditions Leading to the Study**

**Past Commission Studies**

Master planning documents and legislature-directed studies conducted by the Commission have addressed a number of the areas covered by Chapter 95-243, Laws of Florida, including articulation at the program level, access to the baccalaureate degree, and time needed to complete postsecondary degrees. Summarized below are related elements from a number of these documents.

A dominant theme in the original *Master Plan for Florida Postsecondary Education* (1982) was coordination and cooperation between all levels and sectors of education. In the *Master Plan*, the Commission called for effective cooperation between community colleges and universities and stated that:

*Florida's two-plus-two system depends on the continuity of a student's academic experience not being interrupted by transfer. Mechanically, present procedures for the smooth and educationally effective movement of students from one sector or program to another are sound. They are based upon formal articulation agreements and advisory processes. On a substantive level, however, articulation is not as effective as it should be because faculty from the different segments too often do not communicate or jointly plan programs. Under these conditions, the continuity of student academic programs suffers and the effectiveness of the two-plus-two system is weakened.*

*Teaching and learning are more effective when faculty and students understand the full scope and learning sequences of academic programs....The need for better continuity in academic...programs for students who transfer poses a most serious challenge for Florida's two-plus-two system. On no other issue is concerted action required more. The fundamental goal is for faculty from community colleges and universities to communicate and collaborate effectively about their mutual programs and students. (pp. 47-48)*

The Commission recommended that faculty and staff in community colleges and universities should 1) plan academic programs jointly; 2) conduct follow-up studies of the academic, intellectual, and social development of transfer students; 3) use student follow-up information in program decisions and student advisement; and 4) clarify academic expectations and standards at points of transfer and periodically evaluate the validity of these standards.

In *An Assessment of the General Education Curriculum in State Universities and Community Colleges* (1989), the Commission cited the need to improve the area of counseling and advising students. The Commission recommended that the State University System, the State Board of Community Colleges, and institutional administrators include in their computerized student advising systems information on the Gordon Rule, general education core curriculum, and College Level Academic Skills Test (CLAST) requirements.

In its 1991 study, *Student Access to Higher Education*, the Commission examined articulation of students from community colleges to universities and called for the creation of statewide discipline-specific articulation agreements with the Articulation Coordinating Committee having oversight responsibility. The Commission also noted a great variation in the general education core among institutions, including the number of hours required and the types of courses offered and accepted by each institution for its core. The Commission call for the Board of Regents and State Board of Community Colleges to conduct a joint study of the general education core curriculum leading to the associate in arts and baccalaureate degrees with the goal of establishing parameters for the core curriculum.

In *Challenges, Realities, Strategies: The Master Plan for Florida Postsecondary Education for the 21st Century* (1993), the Commission identified interdependence as a key challenge facing the delivery of postsecondary education in the State. The *Plan* states that "our education system must function as a continuum and provide for the smooth transition of students from one level to another," and it calls for all education sectors to "strive for one coordinated education system." The *Plan* also calls for identifying and removing barriers that may exist to the smooth transition of students among...community colleges and universities and for improving retention to degree rates at the associate and bachelor's degree levels without sacrifice of standards.

In 1994, the Commissioner of Education's Council on Education Interdependence asked the Commission to review the Board of Regents' first-time-in-college (FTIC) enrollment policy and to study the appropriate share of the state's first-time-in-college students by postsecondary sector. In *Access to the Baccalaureate Degree in Florida* (1995), the Commission examined access from two perspectives: 1) access to postsecondary education, and 2) access to a baccalaureate degree. With respect to the later, the Commission concluded: 1) that increasing access to a degree is a key strategy to improve the productivity of the state's postsecondary system; 2) that inefficiencies in lower division/upper division articulation create a bottleneck for both university native students and community college transfer students as they enter the upper division of state universities; and 3) that an increasing number of undergraduate students are taking more credit hours than they need to graduate from their degree program and thus are unable to complete the baccalaureate in four years. The Commission called for the establishment of 120 hours as the standard for baccalaureate degree programs in the State University System and for one-half of all required course work for a baccalaureate degree being offered at the lower level. In addition, the Commission stated that the Board of Regents and the universities should continue to implement strategies to facilitate degree completion efficiency.

In its 1995 report, *Community College Program Length*, the Commission recommended amending State Board of Education rule to limit the associate in arts degree to 60 college credits and the general education core to 36 semester hours of college credit in the liberal arts and sciences.

### **Commission Activities**

To direct this study, the Commission Chairperson appointed a Finance/Administration Committee with Ms. Sally Gillespie serving as Chair and membership including Dr. Richard Alterman, Mr. James E. Kirk, Jr., Mr. Earl Olden, and Mr. Mark Wheeler. As Mr. Olden and Mr. Wheeler's terms with the Commission ended, Mr. Ron LaFace and Dr. Maria Shelton were appointed to the Committee. In addition, Dr. Robert Bryan joined the Finance/Administration Committee after being named to the Commission in the fall of 1996. The Finance/Administration Committee held seven public meetings between June 1996 and January 1997.

For this study, the Commission reviewed the implementation of general education, common prerequisites, course leveling, and program length provisions of Chapter 95-243, Laws of Florida, as well as related state policy concerning the articulation agreement and the Articulation Coordinating Committee. The Commission also reviewed the status of the Statewide Course Numbering System and its importance to operationalize the comprehensive articulation provisions. The Commission reviewed a final component of Chapter 95-243, Laws of Florida, which required the development of plans for implementing a single, statewide computer-assisted advising system as an integral link among students, faculty, administration, programs, and policy.

In addition to Commission reports, information contained in documents from the Articulation Coordinating Committee, the education sector boards, the Statewide Course Numbering System, and the State of Florida Office of the Auditor General was incorporated into the study. Information and comment were sought from representatives of the Articulation Coordinating Committee and its Oversight Committee, public community colleges and universities, the Board of Regents, State Board of Community Colleges, and the Office of Postsecondary Coordination and the Statewide Course Numbering System. In addition, Florida statutes and rules were reviewed to provide a overview of the comprehensive web of state level policy supporting postsecondary articulation in the State.



Chapter 95-243, Laws of Florida, directed changes to academic programs, the design of a single, statewide computer-assisted advising system, and changes to the policy and administration of articulation. The focus of the legislation was on the associate in arts and baccalaureate degrees and the articulation between them. Although issues and concerns exist related to the associate in science and vocational program articulation, Chapter 95-243, L.F. did not directly address them.

*Articulation* is a term that applies to the transition from one educational sector to another. Articulation involves policies and procedures that allow students to proceed toward their educational objectives as efficiently as their circumstances permit. In Florida, articulation policies and procedures are overseen by an advisory body, the Articulation Coordinating Committee (ACC). Chapter 95-243, Laws of Florida, authorized a number of provisions to increase efficiency in the use of state resources in postsecondary education leading to completion of associate in arts and baccalaureate degrees. The law included the program provisions described below.

Chapter 95-243, Laws of Florida, required that associate in arts and baccalaureate degree programs include 36 hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural science. Implementation by: Fall Semester 1996.

The law required that common prerequisites be developed for each university program within each discipline area (i.e., the same prerequisites across all universities offering a given program). The law permitted course substitutions to be recommended when common prerequisites could not be established for degree programs across all institutions. Common prerequisites have to be offered and accepted by all state universities and community colleges (i.e., at the lower level of instruction), except in cases approved by the Board of Regents. Implementation by: Fall Semester 1996.

The legislation required that all courses be designated as either lower level or upper level and that they be appropriately numbered in the Statewide Course Numbering System. Implementation by: Fall Semester 1996.

Chapter 95-243, L.F., limited associate in arts degrees to no more than 60 semester hours of college credit and baccalaureate degree programs to no more than 120 semester hours of college credit, unless prior approval has been granted by the Board of Regents (36 semester hours of general education are included in the total hours). Implementation by: Fall Semester 1996.

Chapter 95-243, L.F., charged the Board of Regents to ensure that at least half of the required coursework for any baccalaureate degree in the system is offered at the lower division level, except in program areas approved by the Board of Regents.

## **PROVISIONS AND IMPLEMENTATION OF CHAPTER 95-243, LAWS OF FLORIDA**

### **Articulation and Program Provisions of the 1995 Legislation**

#### ***General Education Requirements***

#### ***Common Prerequisites***

#### ***Course Leveling***

#### ***Degree Program Length***

#### ***Share of Baccalaureate Program at Lower Level***

## **Provision for Developing Plans for Implementing a Computer-Assisted Student Advising System**

Chapter 95-243, Laws of Florida, directed the Board of Regents and the State Board of Community Colleges to develop plans for implementing a single, statewide computer-assisted student advising system as an integral part of the process of advising, registering, and certifying students for graduation. Specifically, Chapter 95-243, Laws of Florida, amended Section 240.2099, Florida Statutes, to direct the Board of Regents and the State Board of Community Colleges to:

*develop plans for implementing a single, statewide computer-assisted student advising system, which must be an integral part of the process of advising, registering, and certifying students for graduation. Plans shall include timelines for the implementation of the system and shall be submitted to the Legislature by October 1, 1996. It is intended that an advising system be the primary advising and tracking tool for students enrolled in community colleges and universities and be accessible to students enrolled in each of the state universities, community colleges, and public secondary schools. The State University System and the community college system shall establish a committee to oversee the development and maintenance of the advising system. The system shall consist of a degree audit and an articulation component that includes the following characteristics:*

*1. The system shall constitute an integral part of the process of advising students and assisting them in course selection. The system shall be accessible to students in the following ways:*

*(a) A student must be able to access the system, at any time, to identify course options that will meet the requirements of a selected path toward a degree.*

*(b) A status report from the system shall be generated and sent with each grade report to each student with a declared major.*

*2. The system shall be an integral part of the registration process. As part of the process, the system shall:*

*(a) Provide reports that document each student's status toward completion of a degree;*

*(b) Verify that a student has completed requirements for graduation.*

*3. The system must provide management information to decisionmakers, including information relating student enrollment patterns and course demands to plans for corresponding course offerings and information useful in planning the student registration process.*

A joint steering committee, the *Steering Committee on Planning a Statewide Student Information System for the Twenty-First Century*, comprised of representatives of the State University System and the Division of Community Colleges, was established to determine the scope of the overall project. A third party facilitator, Mr. Bob Fullington (IBM), was contracted to serve as consultant to the *Steering Committee*. The *Steering Committee* also outlined the purpose and membership of five facilitation groups which were convened to assess the needs of the stakeholders in the student advising system. These facilitation groups, which met during July and August 1996, were made up of students, academic advisors, faculty, deans, and department heads from the state's universities and community colleges. An additional facilitation group, made up of legislative staff members, was convened to address specific legislative concerns.

As the joint *Steering Committee* developed plans for the advising system, two assumptions were held critical to the success of the plan: 1) this is a joint, shared project of the Board of Regents and the State Board of Community Colleges, and 2) the "student perspective" drives the work and decisions of the *Steering Committee*. The *Steering Committee* envisioned the single, statewide computer-assisted advising system as being used as a navigational tool, with the degree audit function supporting student needs while the student is enrolled. Links in the statewide advising system would provide students access to information on financial aid, career advisement, other institutional home pages, and e-mail addresses to professors and other relevant offices. The overarching goal for the design of the system was to meet the legislative directive but still retain flexibility in the design for future enhancements. A few of the important points expressed repeatedly in the meetings of the facilitation groups included:

- Interest in what information should be available through an advising system was broad and varied, for example, but not limited to, dual enrollment, admissions to community colleges and universities, registration, housing, financial aid, curriculum, career advisement, articulation, selection of major programs, link to job placement, campus activities, graduation requirements, and tuition and fees.
- An academic advising system should meet the needs of middle and high school students preparing for postsecondary education, college students throughout their community college and university years, and college graduates making decisions about graduate school, continuing education, or retraining.
- Access to the advising system should include (but not be limited to) varied sites on campuses and high schools, public libraries, the Internet, cable, and state employment offices.

- Concern was expressed related to the security of student-identifiable information, computer capabilities of some of the state's institutions, and the responsibility for the accuracy and availability of institutional data.
- *Strong emphasis was placed on the importance of the human element in the advising process, and warning was expressed against the computerized system taking the place of face-to-face interactions with advisors.*

**Provisions  
Affecting the  
Policy and  
Administration  
of Articulation**

Critical to the review of the implementation of Chapter 95-243, Laws of Florida, is understanding of the web of state level policy supporting postsecondary education articulation, including the Articulation Agreement, the Articulation Coordinating Committee, the Oversight Committee, the Statewide Course Numbering System, and the Office of Postsecondary Education Coordination.

**Articulation  
Agreement**

State policies have established articulation as an important component of student access by providing for the smooth movement of students who seek postsecondary education from secondary school through the Community College System and into the State University System. Florida's two-plus-two policy promotes the recognition and utilization of community colleges as the primary point of entry for postsecondary education, and the Statewide Articulation Agreement guarantees community college transfer students with the associate in arts degree entry to the upper division of one of the state universities. The policy has provided entry to postsecondary education for many residents through a low cost, local educational experience, and it has served to relieve enrollment pressures on the universities for the first two years of undergraduate instruction.

Section 240.115(1)(a), Florida Statutes, stipulates that the articulation agreement established by the Department of Education will govern:

*the admission of associate in arts degree graduates from Florida community colleges and state universities...[and] general education requirements and common course code numbers as provided for in [the time to degree legislation]....The articulation agreement must specifically provide that every associate in arts graduate of a Florida community college shall have met all general education requirements and must be granted admission to the upper division of a state university except to a limited access or teacher certification program or a major program requiring an audition. (Appendix A, Section 240.115(1)(a), F.S.; italics indicate provisions from Chapter 95-243, Laws of Florida)*

The Articulation Agreement is further supported in the Florida Administrative Code. State Board of Education Rule 6A-10.024 requires that:

- *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 their educational objectives as rapidly as their circumstances permit;*
- *Each state university and community college shall establish a general education core curriculum, which shall require at least thirty-six (36) semester hours of college credit in the liberal arts and sciences for students working toward a baccalaureate;*
- *After a state university or community college has published its general education core curriculum, the integrity of that curriculum shall be recognized by the other public universities and community colleges. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education core curriculum, regardless of whether the associate degree is conferred, no other state university or community college to which he or she may transfer shall require any further such general education courses; and*
- *The associate in arts degree is the basic transfer degree of the community colleges. It is the primary basis for admission of transfer students from community colleges to upper division study in the state university.*

Rule 6A-10.024 also provides for the Articulation Coordinating Committee and the Statewide Course Numbering System (Appendix B).

Chapter 95-243, Laws of Florida amended the Section 240.115(3), F.S., by directing that:

*core curricula for associate in arts programs shall be adopted in rule by the State Board of Education and shall include 36 semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences.*

Furthermore, the time-to-degree legislation directed that an associate in arts degree require no more than 60 semester hours of college credit, including 36 semester hours of general education coursework. It also required that a baccalaureate degree program require no more than 120 semester hours of college credit, including 36 semester hours of general education coursework, unless prior approval has been granted by the Board of Regents. (Appendix A, Section 240.115(6), F.S.; italics indicate provisions from Chapter 95-243, Laws of Florida.)

**Articulation  
Coordinating  
Committee**

State Board of Education Rule 6A-10.024(2) (Appendix B) identifies composition of the Articulation Coordinating Committee (ACC) and its duties. Current membership includes 13 persons appointed by the Commissioner of Education: three members representing the State University System, three members representing the State Community College System, one member representing vocational education, three members representing public schools, one member representing students, one member from the Commissioner's staff who shall serve as chairman, and one additional member at large. The ACC is staffed by the Office of Postsecondary Coordination and is chaired by the Deputy Commissioner for Educational Programs.

The ACC was established to adjudicate institutional or student conflicts regarding student transfer and admissions, to interpret and recommend amendments to the Articulation Agreement, and to develop procedures to facilitate articulation. Responsibilities of the ACC include:

- Accepting continuous responsibility for community college-university-school district relationships,
- Establishing articulation accountability measures, and annually, collecting, analyzing, and making recommendations to the Commissioner of Education on the accountability measures,
- Establishing groups of university-community college-school district representatives to facilitate articulation in subject areas,
- Reviewing instances of student transfer and admissions difficulties among universities, community colleges, and public schools (decisions are advisory to institutions concerned), and
- Recommending resolutions of issues and recommending policies and procedures to improve articulation system-wide.

Chapter 95-243, Laws of Florida, provided statutory authority the ACC to implement the provisions of this legislation related to the general education core, common prerequisite courses for degree programs across all institutions, and the designation of a single level for each course included in the common course numbering and designation system (Appendix C, Section 229.551(1)(f), F.S.; *italics* indicate provisions from Chapter 95-243, Laws of Florida). The ACC appointed an Oversight Committee to coordinate the interrelated work of faculty committees addressing the provisions of the time-to-degree legislation.

At the June 8, 1995 meeting, the Articulation Coordinating Committee approved the establishment of an Oversight Committee to coordinate the implementation of the "Time to Degree Bill" (Chapter 95-243, Laws of Florida). To carry out the legislative directive, community colleges and universities were required to 1) submit general education requirements that do not exceed 36 credit hours; 2) designate a group of courses (approximately 1700) with course leveling problems as either lower division or upper division; and 3) by fall semester, 1996, develop and implement common program prerequisites for each baccalaureate program across all institutions.

***Oversight Committee  
on the Implementation  
of Chapter 95-243,  
Laws of Florida***

Appendix D (Memorandum of March 28, 1996) provides an overview of the progress and includes recommendations from the Oversight Committee to the Articulation Coordinating Committee concerning unresolved issues and the long-term implementation and maintenance of the provisions of Chapter 95-243, Laws of Florida. At the September 24, 1996 meeting of the ACC, the Oversight Committee reported that 229 of the 231 academic disciplines had completed their work with the common prerequisites (engineering and environmental science remain outstanding). There are 614 baccalaureate degree majors, and 506 majors now require 120 credit hours for graduation. Of the 108 programs that are exceptions to the 120 credit hour requirement, fifty percent of these exceptions are in engineering and the health professions areas.

The Statewide Course Numbering System (SCNS) is a classification system or taxonomy based on course content. The SCNS was established by Chapter 75-302, Laws of Florida. Section 229.551(1)(f), Florida Statutes, provides for the development and coordination of a common course designation and numbering system for community colleges and the State University System to improve program planning, increase communication among community colleges and universities, and facilitate the transfer of postsecondary education students (Appendix C). In 1981, Section 229.551(1)(f), Florida Statutes, was amended to require all postsecondary vocational programs offered by community colleges and school districts to be included in the SCNS. In 1990, the Articulation Coordinating Committee, an advisory committee to the Commissioner of Education, initiated a statewide project to convert all vocational certificate programs into courses.

***Statewide Course  
Numbering System***

The Articulation Agreement (Section 240.115(1)(b), Florida Statutes) provides that:

*any student who transfers among regionally accredited postsecondary institutions that participate in the common course designation and numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions if the courses are judged by the appropriate common course designation and numbering system faculty task force to be equivalent to courses offered at the receiving institution. The award of credit*

*may be limited to courses that are entered in the common course designation and numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students. (Appendix A)*

Institutions that accept transfer students from other participating institutions are expected to award credit for successfully completed courses that are equivalent to courses they offer. In some cases, a sequence of courses is designated as equivalent to another course sequence or to an entire program. Transfer is not guaranteed for some categories of courses, such as performance courses in theater, dance, music, and studio art, even though they have the numbers.

All courses in the SCNS are designated by a course prefix, level code, course identifier, and a laboratory suffix when applicable (Appendix E). The course prefix and course identifier, along with a laboratory suffix when applicable, denotes course equivalency. A level code denotes the college year in which the course is likely to be taught and, prior to SB 2330, did not affect course equivalency; the level code is now part of the course equivalency designation.

SCNS staff are responsible for 1) developing and maintaining an inventory of courses available in state universities, community colleges, and other participating public and private institutions; 2) processing requests for course additions, deletions, and changes; providing technical assistance to institutions concerning the SCNS; 3) coordinating and conducting faculty committee meetings; and 4) making presentations and preparing publications about the SCNS.

Faculty committees are responsible for determining course equivalencies, assigning course numbers, and approving statewide course-equivalency profiles (Appendix F, examples provided). Committees are comprised of faculty from universities, community colleges, and school districts. Each committee is responsible for one subject matter area (with some exceptions, e.g., there is one foreign language committee for 15 languages). There are 162 faculty committees. As reported to the Office of the Auditor General in 1993, most faculty committees met formally once every four to five years, or approximately 40 per year. For some subject matter areas, mail reviews were conducted in lieu of formal committee meetings. Budget constraints of the early 1990s, however, restricted travel, reduced staff, and curtailed committee meetings.

Participating institutions and school districts are responsible for ensuring that new courses are approved by appropriate curriculum committees or administrative personnel, proposing prefixes and numbers for new courses, assigning the level code, and providing SCNS staff with course syllabi along with SCNS transmittal forms. Each participating institution or school district designates a contact person who helps school personnel select course prefixes and numbers, notifies registrars and catalogue editors when course requests have been



processed by SCNS staff, and recommends faculty to SCNS staff for appointment to faculty committees.

Section 229.551(1)(f), Florida Statutes, authorizes the Department of Education to develop and coordinate the SCNS (Appendix C). Within the Department, the Office of Postsecondary Education Coordination (OPEC) is responsible for administering the SCNS, as well as the ACC. In 1994, OPEC was housed in the Assistant Commissioner's office; the Director of OPEC reported to the Assistant Commissioner, who reported to the Commissioner. With recent reorganization of the Department, the OPEC is now housed in the Division of Public Schools' Bureau of Curriculum, Instruction and Assessment. The Director position was downgraded to an Educational Policy Director, who reports to the Bureau Chief of Curriculum, Instruction and Assessment, who reports to the Director of the Division of Public Schools, who reports to the Deputy Commissioner for Educational Programs, who reports to the Commissioner (Appendix G).

***Office of  
Postsecondary  
Education  
Coordination***

For 1991-92, the Office of Postsecondary Education Coordination (OPEC) was allotted \$417,573. In addition to the Director, the office had eight staff, four of whom had full-time SCNS responsibilities. Following budget restrictions and reductions in Department personnel, as of July 1994, the staff for the SCNS was reduced to one professional staff. As a result, the SCNS did not conduct any faculty discipline committee meetings between July 1994 and March 1996. In December 1995, one professional staff line was restored. In proviso language accompanying Specific Appropriation 135 of the General Appropriations Act, the 1996 Legislature allocated \$100,000 from the Public Schools' allocation "for the completion of the common course numbering and designation systems pursuant to Chapter 95-243, Laws of Florida," i.e., the time-to-degree legislation.

During the 1996 legislative session, there was discussion in the Senate concerning whether OPEC and SCNS received adequate attention of the Commissioner or resources to support their roles. Although no legislation passed that addressed these concerns, Senate Higher Education and Ways and Means Committee staff have continued to question whether reduced resources, the organizational placement of the OPEC and SCNS in the Bureau of Curriculum, Instruction, and Assessment of the Division of Public Schools, and the downgrading of the Director's position reflect the priority given to OPEC and SCNS by the Commissioner.

## **ISSUES AND RECOMMENDATIONS**

### **Implementation of Program Provisions of Chapter 95-243, Laws of Florida**

Commission recommendations address the three areas upon which Chapter 95-243, Laws of Florida, focused: implementation of program provisions; plans for a single, statewide computer-assisted student advising system; and state level policy and administrative support for articulation.

Chapter 95-243, Laws of Florida provided statutory authority to the Articulation Coordinating Committee (ACC) to implement the provisions of this legislation related to the general education core, common prerequisite courses for degree programs across all public institutions, and designation of a single level for each course included in the statewide common course numbering and designation system. The ACC appointed an Oversight Committee to coordinate the interrelated work of faculty committees addressing the provisions of the time-to-degree legislation. The ACC was directed to develop and implement these provisions by fall semester of 1996.

In addition, Chapter 95-243, Laws of Florida, directed that an associate in arts degree require no more than 60 semester hours of college credit, including 36 semester hours of general education coursework. It also required that baccalaureate degree programs require no more than 120 semester hours of college credit, including 36 semester hours of general education coursework, unless prior approval has been granted by the Board of Regents. At least half of the required coursework for any baccalaureate degree in the system must be offered at the lower division level, except in the program areas approved by the Board of Regents.

Chapter 95-243, Laws of Florida, restricted the number of hours that institutions may require for degree completion, not the number of hours in which students choose to enroll or complete. The hour limitations were designed as an attempt to minimize barriers to articulation and to shorten time needed to complete degrees. Chapter 95-243, Laws of Florida, and its limitation concerning the number of credit hours required for degree completion, however, relate to funding despite not addressing funding directly. Funding issues were raised during public testimony because, even though total hours are not restricted for the student, exceeding degree credit hour requirements can result in loss of incentive funds for community colleges or the assessment of higher fees for students in public universities.

For example, during public testimony for this review of Chapter 95-243, Laws of Florida, the Commission was requested to consider recommending exempting foreign language (to meet State University System entrance requirements), military science, and English for non-native speakers (ENS, college level) coursework from the degree limit of 60 semester hours of college credit for the associate in arts degree (pursuant to s. 240.115(6)). The Commission believes that of these, only the request for exemption of foreign language coursework relates to any requirement, and that requirement is for entrance to the State University System. The Commission believes that the foreign language requirement for admission to an SUS insti-

tution should be completed at the high school level as intended. If, in fact, this requirement is not met in high school and if the associate in arts degree truly prepares students for transfer to public universities, students do need to complete it in the associate in arts program. The State Board of Community Colleges, the Board of Regents, institutions, and the Articulation Coordinating Committee may need to consider requiring completion of foreign language coursework to meet university admission requirements as a condition of associate in arts degree completion and to consider the feasibility of integrating this coursework into the general education requirements.

The Commission believes that the degree length requirements of Chapter 95-243, Laws of Florida, need to be preserved and need to function in conjunction with the other curricular reform provisions of the legislation in order to have a true impact on decreasing the time needed for degree completion, improving the "transferability" of students between institutions, and increasing degree completion rates. If, however, the Legislature decides to grant any exceptions to the college credit limit of 60 hours for the associate in arts or 120 hours for baccalaureate degrees for the purpose of determining excess hours related to funding and accountability, such exceptions should be addressed in proviso language of the general appropriations act. Placement of exceptions in proviso would force ongoing justification for their continuance.

- The ACC made significant progress in implementing the program provisions of Chapter 95-243, Laws of Florida, within the time frame mandated by the legislation and provided initial plans for completing the implementation as well as for monitoring compliance with the program requirements and instituting future revisions. The implementation of this legislation required the extensive and coordinated effort of institutional faculty and administrators, staff members of the state coordinating and governing boards, staff members of the Statewide Course Numbering System, and members of the Articulation Coordinating Committee.
- The Commission heard support from many sources for the provisions of Chapter 95-243, Laws of Florida, especially for the opportunity afforded by this legislation for faculty to discuss and reform curriculum. As implementation is an ongoing process, and review is needed for determining what impact curricular reform has on time to degree, faculty need both the time for completing and reviewing their work and the opportunity for continued dialogue on decreasing the time needed for degree completion, improving the "transferability" of students between institutions, and increasing degree completion rates.
- While common prerequisites and accepted substitutions have been designated for all degree programs across institutions (with the exception of some engineering and environmental science programs), some commu-

### *Analysis and Findings*

nity colleges or universities do not offer all prerequisite courses or approved substitute courses for all baccalaureate programs.

- Much of the work needed to attain full implementation of the program provisions of Chapter 95-243, Laws of Florida, involves resolution of exceptions to leveling. A remaining policy area needing attention involves leveling courses that are offered at both the lower level in associate in science programs and the upper level for baccalaureate programs. Although this policy area is being addressed by a committee representing the State Board of Community Colleges and the Board of Regents and by faculty committees from the Statewide Course Numbering System, the Commission has not had the opportunity to review the implementation of any resolution as directed by the 1996 Legislature.
- Other work that is needed to attain full implementation of the program provisions of Chapter 95-243, Laws of Florida, involves clarifying definition of terms, especially in relation to semester credit hours and degree completion. For example, what categories of credit will count toward degrees; at what point is an enrollment "attempt" followed by a withdrawal counted toward degrees; and in what way will semester hours for students enrolled in programs for the purpose of retraining be categorized?

- Recommendations**
1. *The Articulation Coordinating Committee and institutions should ensure that faculty have the opportunity for continued discussion on curricular reform. As implementation of Chapter 95-243, Laws of Florida, is ongoing and review of curricular reform is needed, faculty should be an integral part of the process to complete the implementation of provisions and to review the provisions' impact on decreasing the time needed for degree completion, improving the "transferability" of students between levels and institutions, and increasing degree completion rates. It is through communication among faculty that the State can truly address the continuity of the transfer process and minimize the line between the lower and upper division academic experience.*
  2. *The Articulation Coordinating Committee should adopt a process for institutions to use for revising their general education requirements. The process should include the necessary steps, restrictions, and timeline required in revising and reporting the revisions of general education requirements so that the Statewide Course Numbering System can keep its inventory of courses current.*
  3. *When community colleges and universities do not offer designated prerequisite courses or substitute courses for a degree program (that are now common across universities as a result of Chapter 95-243, Laws of Florida), these institutions should ensure that students are*

*afforded alternative means to complete requirements, including dual enrollment and distance learning. Access to information concerning such alternative means to complete requirements should be readily available to students through printed program materials, informed advisors, and the computer-assisted student advising system.*

- 4. The Commission should review and comment on, prior to final adoption, the Articulation Coordinating Committee's forthcoming plan for resolving the leveling issue for courses offered in both associate in science and baccalaureate degree programs.*
- 5. The Articulation Coordinating Committee should clarify definitions of terms related to degree completion. Definitions should address enrollment attempts, withdrawals, and forgiveness; coursework for retraining; and semester hours transferred from other institutions. In addition, the Articulation Coordinating Committee should review the impact that changes resulting from Chapter 95-243, Laws of Florida, will have on shifts in student demand for courses, articulation, funding for programs and institutions, and national professional accreditation.*
- 6. The Legislature should allow for complete implementation of the provisions set forth in Chapter 95-243, Laws of Florida, and for analysis of the impact these provisions have on degree completion rates, time to degree completion, and funding higher education prior to adopting legislation that would result in further major reform of program requirements. Section 240.115(6), Florida Statutes, should not be amended at this time to include exceptions to the 60 semester hour limit for associate in arts and or the 120 semester hour limit for baccalaureate degrees; however, students who have not fulfilled the foreign language requirement at the high school level should be encouraged to fulfill this requirement at community colleges without penalty to students or institutions.*

In Chapter 95-243, Laws of Florida, the Legislature directed the Board of Regents and the State Board of Community Colleges to develop plans for implementing a single statewide computer-assisted student advising system, which must be an integral part of the process of advising, registering, and certifying students for graduation. Chapter 95-243, Laws of Florida, specifically directed the formation of a steering committee with representation from both boards to oversee the development and maintenance of the advising system. A joint steering committee, the *Steering Committee on Planning a Statewide Student Information System for the Twenty-First Century*, comprised of representatives of the State University System and the Division of Community Colleges, completed an initial planning document to meet an October 1 reporting deadline.

### **Single Statewide Computer-Assisted Student Advising System**

**Analysis and Findings**

Following submission of the *Steering Committee's* report, a Technical Committee was established, composed of people with a technical background in computer systems for advising and degree tracking (Appendix H). The work of the Technical Committee is coordinated through the Chairman of the Florida Institute on Public Postsecondary Distance Learning. The Technical Committee was charged with developing a single pilot project within 90 days (by December 31, 1996).

- The development of a single, statewide computer-assisted student advising system can provide an integral link between students, faculty, administration, programs, and policy to improve the "transferability" of students between levels and institutions, improve degree completion rates, and decrease the time needed for degree completion.
- Priorities driving the *Steering Committee's* design of the advising system included:

providing the flexibility for the system to meet additional future needs of students, faculty, and administration;

incorporating broad and varied information and services, for example, but not limited to, dual enrollment, admissions to community colleges and universities, registration, housing, financial aid, curriculum, career advisement, articulation, selection of major program, link to job placement, campus activities, graduation requirements, and tuition and fees;

meeting the needs of middle and high school students and prospective returning students preparing for postsecondary education, of college students throughout their community college and university years, and of college graduates making decisions about graduate school, continuing education, and retraining;

providing high, broad access to advising, for example, access from various sites on campuses and high schools, the Internet, cable, public libraries, and state employment offices and one-stop career centers, and;

providing adequate security of individually-identifiable information.

- Concern was expressed by the Commission that the design of the advising system:

improve the quality of advisement rather than merely increasing access to what is currently in place;

not be perceived as a substitution for the human element in the advising process;

incorporate information relating to the independent sector of education, vocational education, and public school education;

assist the user by incorporating on-line help and a help desk and an evaluation mechanism;

incorporate plans to address the varied capabilities of the state institutions' systems; and

designate the responsibility for the accuracy and availability of institutional data.

- The Commission heard testimony that some institutions may assess students additional fees to utilize on-campus computers. The Commission viewed such fees as having the potential of restricting access by some students to the advising system.
- Despite strong agreement on the priorities and concerns driving the design of the system, there is also strong debate on what technical approach would best meet the demands for the design of a single, statewide computer-assisted advising system. In addition, questions concerning the cost, administration, and maintenance of the advising system have also led to controversy.
- The statewide, computer-assisted student advising system will impact students' selection of programs and courses, as well as institutions' planning, use of resources, and funding. An oversight body can provide independent review of the system's ability to produce accurate, timely, and consistent data, to be easily navigated by the individual user, and to produce accurate and clear responses.

7. *The single, statewide computer-assisted advising system should serve the broad student advising needs of the state's one, coordinated system of education. It should serve the needs of middle and high school students and prospective returning students preparing for postsecondary education, of college students throughout their community college and university years, and of college graduates making decisions about graduate school, continuing education, and re-training.*

8. *The advising system should not only improve access to program and degree advising information but should also improve the quality of advisement as well. The implemented design should be "intelligent," i.e., cautious to not merely provide access to existing advis-*

## **Recommendations**

ing systems which would potentially confuse students and may require an increased number of advisors to explain differences in the various campuses' systems. Common standards and capabilities should be established to ensure ease in access, consistency, and accuracy across the 38 public institutions. In addition, the fact that not all campuses have advising and degree tracking/audit systems developed should not be overlooked.

9. ***Institutions should aggressively promote awareness of and extensive access to the computerized, student advising system. Institutions should be cautious not to create any restrictions on student access to the advising system (e.g., additional fees for computer access).***
10. ***The advising system should include common information presented in a common format across institutions, sectors, and the State to provide efficiencies in design and consistency of information. Common information should include, but not be limited to, a statewide listing of programs and institutions and their geographic location and Internet addresses (including institutions in the independent sector of postsecondary education); admission procedures and application forms and requirements; lists of state and federal financial assistance, loans, and grant programs and the process for automated application forms, notification, and awards; recommended or required course work for high school students planning to enroll in postsecondary education; career exploration and advisement programs; and reference to state level policy (e.g., rights and responsibilities of students, grievance policies and procedures, Americans with Disabilities Act, sexual harassment, hazing).***
11. ***The advising system should incorporate easy access and be user-friendly with on-line help and help desk functions to assist the inquirer, and responses to information requests should be easily understood regardless of familiarity with an institution's system. Referral to human support for further advisement should be included in responses to information requests. A request for information should not be repeatedly refused due to a busy web-site; the system should be capable of receiving and placing a request in a queue for response when the server is available. An evaluation or feedback mechanism to assess the system's ease of use as well as the quality of content should be built into the system.***
12. ***Oversight of the computer-assisted student advising system should be provided by a cross-sector advising and policy body, including representatives from the Board of Regents; State Board of Community Colleges; Division of Applied Technology and Adult Education; Division of Public Schools; Postsecondary Education Plan-***



- ning Commission; institutions, including student advisors; and students. The oversight body should include members who possess technical, policy, and student advising expertise. The oversight body should be responsible for ongoing evaluation and steering of the future development of the system. The oversight body should review the operation of the pilot computer-assisted student advising system and the costs related to statewide implementation and make recommendations to the Legislature and the Institute on Public Postsecondary Distance Learning prior to the system's statewide implementation.*
13. *The advising system should be future oriented and flexible in order to accommodate not only the broad array of advising functions identified in the Committee on Planning for a Statewide Student Information System for the Twenty-First Century: Final Report (October 1, 1996) but also functions yet unforeseen that would enhance student advising in Florida. The system should be viewed as a tool for enhancing student advising, not as a substitution for the human element in the advising process.*

State policies have established articulation as an important component of student access by providing for the smooth movement of students who seek postsecondary education from secondary school through the Community College System and into the State University System. Florida's two-plus-two policy promotes the recognition and utilization of community colleges as the primary point of entry for postsecondary education, and the Statewide Articulation Agreement guarantees community college transfer students with the associate in arts degree entry to the upper division of one of the state universities. The policy has provided entry to postsecondary education for many residents through a low cost, local educational experience, and it has served to relieve enrollment pressures on the universities for the first two years of undergraduate instruction.

The Articulation Coordinating Committee (ACC) was established to adjudicate institutional or student conflicts regarding student transfer and admissions, to interpret and recommend amendments to the Articulation Agreement, and to develop procedures to facilitate articulation. The ACC is staffed by the Office of Postsecondary Education Coordination and is chaired by the Deputy Commissioner for Educational Programs.

Chapter 95-243, Laws of Florida, greatly expanded the statutory policy advising and making authority the ACC and directed the ACC to implement the provisions of this legislation related to the general education core, common prerequisite courses for degree programs across all institutions, and the designation of a single level for each course included in the common course numbering and designation system. The Statewide Course Numbering System (SCNS) is a classification system or taxonomy based on course content.

## **State Level Policy and Administrative Support for Articulation**

The SCNS was established by Chapter 75-302, Laws of Florida. Section 229.551(1)(f), Florida Statutes, provides for the development and coordination of a common course designation and numbering system for community colleges and the State University System to improve program planning, increase communication among community colleges and universities, and facilitate the transfer of postsecondary education students. Within the Department, the Office of Postsecondary Education Coordination (OPEC) is responsible for administering the SCNS.

### ***Analysis and Findings***

- In recent years, the organizational placement of the Office of Postsecondary Education Coordination (OPEC) in the structure of the Department of Education has moved from the position of being a body for articulation policy making to one of questionable influence. In 1994, OPEC was housed in the Assistant Commissioner's office; the Director of OPEC reported to the Assistant Commissioner, who reported to the Commissioner. With recent reorganization of the Department, the OPEC is now housed in the Division of Public Schools' Bureau of Curriculum, Instruction and Assessment. The Director position was downgraded to an Educational Policy Director, who reports to the Bureau Chief of Curriculum, Instruction and Assessment, who reports to the Director of the Division of Public Schools, who reports to the Deputy Commissioner for Educational Programs, who reports to the Commissioner. The Deputy Commissioner for Educational Programs described the move as allowing the Office to become an integral part of all programs and to help with articulation with the K-12 sector of education.
- Concurrent with the reassignment in the Department, funding and staffing for OPEC were also reduced. In 1991-92, the Office of Postsecondary Education Coordination (OPEC) was allotted \$417,573. In addition to the Director, the office had eight staff, four of whom had full-time SCNS responsibilities. Budget restrictions and reductions in Department personnel followed; as of July 1994, the staff for the SCNS was reduced to one professional staff. As a result, the SCNS did not conduct any faculty discipline committee meetings between July 1994 and March 1996. In December 1995, one professional staff line was restored. In proviso language accompanying Specific Appropriation 135 of the General Appropriations Act, the 1996 Legislature allocated \$100,000 from the Public Schools' allocation "for the completion of the common course numbering and designation systems pursuant to Chapter 95-243, Laws of Florida," i.e., the time-to-degree legislation.
- The faculty committees of the Statewide Course Numbering System are essential to operationalize the articulation policies that are dependent on common course numbering. Established in 1975, the responsibilities of the SCNS and its faculty committees have increased during the past two decades, especially with the directives of Chapter 95-243, Laws of Florida. Increased responsibilities since the 1995 legislation affords the State-

wide Course Numbering System the opportunity to rethink the faculty committees' design and composition. An examination of the manner in which faculty are selected for the committees will allow not only for assurance that the varied interests of institutions are represented but also for overall renewal of the commitment to the committees' role, for increased involvement of faculty in curricular reform, and for determination of the means to recognize the important contributions faculty make toward minimizing barriers to articulation and assuring quality in programs.

- The Statewide Course Numbering System (within OPEC) was repeatedly identified as *critical* to the success of meeting the intent of the Articulation Agreement and provisions of Chapter 95-243, Laws of Florida, by institution faculty and administration, Department of Education staff, and state coordinating and governing board staff. The statewide, computer-assisted student advising system is based on course and program data that are defined and designated through the operation of the SCNS.
- A fully staffed (professional and permanent) and supported (sustained) Statewide Course Numbering System was repeatedly identified as critical to the accurate and timely availability of program and course information related to the immediate and long-range implementation of Chapter 95-243, Laws of Florida.
- In its budget request for 1997-98 funds, OPEC requested five new positions primarily for the Statewide Course Numbering System (three professional staff and two support staff). Despite the support of the Deputy Commissioner for Educational Programs, the request for new positions was not reflected in the Department of Education's budget forwarded to the Governor this fall. Although the forwarded budget requested funding for temporary staff assistance (OPS), the dollar amount was reduced to \$86,000 (from \$100,000 in 1996-97). The Department's budget requested a total of \$104,000 for SCNS, compared to the \$340,000 requested for the SCNS by OPEC. It was anticipated that a budget amendment reflecting OPEC's original request will be submitted by the Commissioner following publication of the Governor's budget (January 15th); however, the Governor's budget proposed an increase in the Department of Education's personnel by five (reportedly for the Statewide Course Numbering System).
- The Office of Postsecondary Coordination (OPEC) which administers the ACC has not received additional resources from the Department of Education despite Chapter 95-243's, Laws of Florida, greatly expanding the statutory authority of the ACC and directing the ACC to implement the provisions of this legislation related to the general education core,

common prerequisite courses for degree programs across all institutions, and the designation of a single level for each course included in the common course numbering and designation system.

- During the 1996 legislative session, there was discussion in the Senate concerning whether OPEC and SCNS receive adequate attention of the Commissioner or resources to support their roles. Although no legislation passed that addressed these concerns, Senate Higher Education and Ways and Means Committees staff have continued to question whether reduced resources, the organizational placement of the OPEC and SCNS in the Bureau of Curriculum, Instruction, and Assessment of the Division of Public Schools, and the downgrading of the Director's position reflect the priority given to OPEC and SCNS by the Commissioner.
- The Commission questioned whether SCNS and OPEC receive the priority and resources commensurate with their roles which are critical to the success of the state's goal for a seamless system of education.

- Recommendations**
14. *To fully implement Chapter 95-243, Laws of Florida, the Statewide Course Numbering System (SCNS) should be a recognized priority of the Department of Education. Evidence of this priority should include, but not be limited to, directing resources to adequately support the responsibilities of the SCNS to provide timely and accurate course and program information through permanent staff for the SCNS, training staff and institutional faculty, and technical assistance and system requirements.*
  15. *The Articulation Coordinating Committee should review the process of selecting faculty for the Statewide Course Numbering System's faculty discipline committees and make recommendations concerning the determination of committee size, selection of institutions for representation, selection of individual faculty at those institutions, terms of office, and administration of the process. The Office of Postsecondary Education Coordination (OPEC) should continue to oversee the process. The process should serve as a support for the OPEC and SCNS, and not as an encumbrance.*
  16. *The Office of Postsecondary Education Coordination (OPEC) is an essential component in the implementation of articulation policy. The position in the Department of Education's organizational structure and resources of OPEC should be commensurate with the responsibilities of the Office to administer the expanded duties of the Articulation Coordinating Committee, relating to the full implementation and maintenance of the provisions of Chapter 95-243, Laws of Florida.*

The 1996 Legislature directed the Commission to review the implementation status of Chapter 95-243, Laws of Florida, with emphasis on those policy initiatives requiring cooperation among two or more postsecondary sectors. The 1995 legislation authorized comprehensive revisions to higher education in order to strengthen articulation between postsecondary education sectors and shorten the time required for completion of the baccalaureate degree.

## **Conclusion**

The Commission's report focuses on three areas: articulation and program provisions of the 1995 legislation, plans for implementing a single, statewide computer-assisted student advising system, and state level policy and administrative support for articulation. The Commission calls for the Articulation Coordinating Committee and institutions: 1) to ensure that faculty have the opportunity for continued discussion on articulation and curricular reform, and 2) to continue to implement the provisions of Chapter 95-243, Laws of Florida, relating to leveling and definition of terms. In regard to plans for implementing a statewide, computer-assisted student advising system, the Commission calls for the formation of a cross-sector advising and policy body to be responsible for the ongoing evaluation and steering of the future development of the system. Lastly, the Commission calls on the Department of Education to recognize and support the Office of Postsecondary Coordination and the Statewide Course Numbering System commensurate to their critical role in postsecondary education.

## **APPENDICES**

## 1995 Florida Statutes

**Section 240.115, Florida Statutes, Articulation agreement; acceleration mechanisms.—**

(1)

(a) Articulation between secondary and postsecondary education; admission of associate in arts degree graduates from Florida community colleges and state universities; the use of acceleration mechanisms, including nationally standardized examinations through which students may earn credit; *general education requirements and common course code numbers as provided for in s. 229.551(1)(f)4.*; and articulation among programs in nursing shall be governed by the articulation agreement, as established by the Department of Education. The articulation agreement must specifically provide that every associate in arts graduate of a Florida community college *shall have met all general education requirements and* must be granted admission to the upper division of a state university except to a limited access or teacher certification program or a major program requiring an audition. After admission has been granted to students under provisions of this section and to university students who have successfully completed 60 credit hours of coursework, *including 36 hours of general education*, and met the requirements of s. 240.107, admission shall be granted to State University System and Florida community college students who have successfully completed 60 credit hours of work, *including 36 hours of general education*. Community college associate in arts graduates shall receive priority for admission to a state university over out-of-state students. Orientation programs and student handbooks provided to freshman enrollees and transfer students at state universities must include an explanation of this provision of the articulation agreement.

(b) Any student who transfers among regionally accredited postsecondary institutions that participate in the common course designation and numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions if the courses are judged by the appropriate common course designation and numbering system faculty task force to be equivalent to courses offered at the receiving institution. The award of credit may be limited to courses that are entered in the common course designation and numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.

(2) The universities, community college district boards of trustees, and district school boards are authorized to establish intrainstitutional and interinstitutional programs to maximize this articulation. *Programs may include upper-division-level courses offered at the community college, distance learning, and the concurrent enrollment of students at a community college and a state university to enable students to take any level of baccalaureate degree coursework.* Should the establishment of these programs necessitate the waiver of existing State Board of Education rules, reallocation of funds, or revision or modification of student fees, each college or university shall submit the proposed articulation program to the State Board of Education for review and approval. The State Board of Education is authorized to waive its rules and make appropriate reallocations, revisions, or modifications in accordance with the above.

(3) The universities and boards of trustees of the community colleges shall identify their core curricula, which shall include courses required by the State Board of Education. *The*

*universities and community colleges shall work with their school districts to assure that high school curricula coordinate with the core curricula and to prepare students for college-level work. Core curricula for associate in arts programs shall be adopted in rule by the State Board of Education and shall include 36 semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. By January 1, 1996, general education coursework shall be identified by common course code numbers, consistent with the recommendations of the Articulation Coordinating Committee, pursuant to s. 229.551(1)(f)4. By fall semester 1996, degree program prerequisite courses and course substitutions shall be available at community colleges. With the exception of programs approved by the Board of Regents pursuant to s. 240.209(5)(f), degree program prerequisite courses shall be common across delivery systems and shall be identified by their common course code number consistent with the recommendations of the Articulation Coordinating Committee, pursuant to s. 229.551(1)(f)5.*

(4) The levels of postsecondary education shall collaborate in further developing and providing articulated programs in which students can proceed toward their educational objectives as rapidly as their circumstances permit. Time-shortened educational programs, as well as the use of acceleration mechanisms, shall include, but not be limited to, the International Baccalaureate, credit by examination or demonstration of competency, advanced placement, early admissions, and dual enrollment.

(5) *By fall semester of 1995, each state university and community college shall offer to all students each semester, prior to drop-add, nationally standardized examinations listed in the articulation agreement, or institutionally developed examinations, through which students may earn credit in those general subject areas which are required or may be applied toward general education requirements for a baccalaureate degree at that university or associate degree at the community college. A student satisfactorily completing such examinations shall receive full credit for the course the same as if it had been taken, completed, and passed.*

(6) *An associate in arts degree shall require no more than 60 semester hours of college credit, including 36 semester hours of general education coursework. Except for college-preparatory coursework required pursuant to s. 240.117, all required coursework shall count toward the associate in arts degree or the baccalaureate degree. By fall semester of 1996, a baccalaureate degree program shall require no more than 120 semester hours of college credit, including 36 semester hours of general education coursework, unless prior approval has been granted by the Board of Regents.*

(7) *A student who received an associate in arts degree for successfully completing 60 semester credit hours may continue to earn additional credits at a community college. The university must provide credit toward the student's baccalaureate degree for an additional community college course if, according to the common course numbering and designation system, the community college course is a course listed in the university catalog as required for the degree or as prerequisite to a course required for the degree.*

History.—

s. 65, ch. 79-222; s. 143, ch. 81-259; s. 5, ch. 83-325; ss. 5, 20, ch. 87-212; s. 1, ch. 90-302; s. 20, ch. 94-230; s. 2, ch. 95-243.

**Note:** Italics indicate provisions from SB 2330 (95-243, Laws of Florida).



**State Board of Education Rule**

**6A-10.024 Articulation Between Universities, Community Colleges, and School Districts.**

(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 their educational objectives as rapidly as their circumstances permit. Universities, community colleges, and school districts shall exchange ideas in the development and improvement of general education, and in the development and implementation of student acceleration mechanisms. They shall establish joint programs and agreements to facilitate articulation, acceleration, and efficient use of faculty, equipment, and facilities.

(2) Articulation Coordinating Committee. The Commissioner shall establish an Articulation Coordinating Committee which shall report to the Commissioner and consist of thirteen (13) members appointed by the Commissioner: three (3) members representing the state university system; three (3) members representing the state community college system; one (1) member representing vocational education; three (3) members representing public schools; one (1) member representing students; 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) Establish articulation accountability measures. Further, the Committee shall annually collect, analyze, and make recommendations to the Commissioner of Education on the accountability measures. Such report, at a minimum, shall address the provisions set forth in Section 240.1162, Florida Statutes. The articulation accountability report shall be included in the Commissioner's annual report on the status of education to the State Board of Education and the Legislature.

(c) Develop suggested guidelines for interinstitutional agreements between public schools, community colleges, and universities to facilitate interaction, articulation, acceleration, and the efficient use of faculty, equipment, and facilities.

(d) Establish groups of university-community college-school district representatives to facilitate articulation in subject areas.

(e) Conduct a continuing review of the provisions of Rule 6A-10.024, FAC.

(f) Review instances of student transfer and admissions difficulties among universities, community colleges, and public schools. Decisions shall be advisory to the institutions concerned.

(g) Recommend resolutions of issues and recommend policies and procedures to improve articulation systemwide.

(h) Recommend the priority to be given research conducted cooperatively by the Divisions of Community Colleges, Universities, and Public Schools with individual institutions. Such research shall be encouraged and conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Research findings shall be used to evaluate current policies, programs, and procedures.

(i) Review and make recommendations to institutions for experimental programs which vary from official transfer policy.

(j) Develop procedures to improve articulation systemwide.

(k) Collect and disseminate information on successful cooperative programs under Rule 6A-10.024(1), FAC.

(l) Perform such other duties as may be assigned in law or by the State Board or the Commissioner.

(3) General education.

(a) Each state university and community college shall establish a general education core curriculum, which shall require at least thirty-six (36) semester hours of college credit in the liberal arts and sciences for students working toward a baccalaureate.

(b) After a state university or community college has published its general education core curriculum, the integrity of that curriculum shall be recognized by the other public universities and community colleges. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education core curriculum, regardless of whether the associate degree is conferred, no other state university or community college to which he or she may transfer shall require any further such general education courses.

(c) If a student does not complete a general education core curriculum prior to transfer, the general education requirement becomes the responsibility of the new institution.

(4) The associate in arts degree is the basic transfer degree of the community colleges. It is the primary basis for admission of transfer students from community colleges to upper division study in a state university. Every associate in arts graduate of a Florida community college shall be granted admission to an upper division program offered by a state university institution except to: a limited access program; a teacher certification program; or a major program requiring an audition or portfolio. After admission has been granted to associate in arts graduates as specified above and to state university students who have successfully completed sixty (60) credit hours of course work and met the requirements of Section 240.107, Florida Statutes, admission shall then be granted to state university system and Florida community college students who have successfully completed sixty (60) credit hours of work.

(5) The associate in arts degree shall be awarded upon:

(a) Completion of at least sixty (60) semester hours of college credit courses exclusive of courses not accepted in the state university system, and including a general education core curriculum of at least thirty-six (36) semester hours of college credit in the liberal arts and sciences;

(b) Achievement of a grade point average of at least 2.0 in all courses attempted, and in all courses taken at the institution awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing the average. The grade of "D" shall transfer and count toward the baccalaureate in the same way as "D" grades obtained by students in the state universities. Whether courses with "D" grades in the major satisfy requirements in the major field may be decided by the university department or college;

(c) Completion of the requirements in Rule 6A-10.030, FAC.; and

(d) Achievement of the minimum standards in Rule 6A-10.0312, FAC.

(6) College Level Examination Program (CLEP). The transfer of credit awarded on the basis of scores achieved on examinations in the College Level Examination Program is protected by this rule only for examinations taken in the national administration program of CLEP or for examinations taken in institutional administrations which use the CLEP Microcomputer Scoring System and transmit student test data to the Educational Testing Service.

(a) General examinations.

1. Transfer of credit under the terms of this rule is mandatory provided that the institution awarding the credit did so on the basis of scaled scores determined to represent student achievement at or above the fiftieth (50th) percentile on the combined men-women sophomore norms in use prior to 1978, with no letter grade or grade points assigned. Minimum scaled scores for the award of credit are:

English Composition with Essay	500
Humanities	490
Mathematics	500
Natural Sciences	490
Social Sciences and History	490

2. No more than six (6) semester credits shall 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, shall be transferred only for scores determined by successful completion of both the objective and the essay portions of the examination.

(b) Subject examinations. Transfer of credit under terms of this rule is mandatory provided that the institution awarding the credit did so on the basis of the fiftieth (50th) percentile or above on national norms, with no letter grades or grade points assigned. Minimum scores for the award of credit are:

<b>Subject matter examination</b>	<b>Minimum score for awarding credit</b>	<b>Length of course for which the examination was designed (number of semesters)</b>	<b>Recommended maximum semester credit</b>
Afro-American history*	50	1	3
American government	50	1	3
American history	49	2	6
American history I: Early Colonization to 1877	49	1	3
American history II: 1865 to present	49	1	3
American literature	50	2	6
Analysis & interpretation of literature	51	2	6
General biology	49	2	6
Clinical chemistry*	50	Based on subject matter in clinical year training.	
Calculus with elementary functions	49	2	6
Calculus with analytical geometry*	49	2	6
College algebra	48	1	3
College algebra- trigonometry	50	1	3
Computers & data processing*	49	1	3
Educational psychology*	49	1	3
Elementary computer programming — FORTRAN IV*	51	1	3
College composition	50	2	6
English literature	49	2	6
English, freshman	51	2	6
French	50	0	12
	46	0	9
	42	0	6
General chemistry	50	2	6
General psychology*	50	1	3
Geology*	49	2	6
German	55	0	12

	52	0	9
	43	0	6
Hematology*	51	Based on subject matter in clinical year training.	
History of American Education*	50	1	3
Human growth & development	51	1	3
Immunohematology*	50	Based on subject matter in clinical year training.	
Information systems and applications	49	1	3
Introduction to educational psychology	50	1	3
Introduction to management	49	1	3
Introductory accounting	50	2	6
Introductory business law	51	2	6
Introductory calculus*	48	2	6
Introductory economics*	48	2	6
Introductory MACRO Economics	50	1	3
Introductory MICRO Economics	50	1	3
Introductory MACRO and MICRO Economics*	49	1	3
Introductory marketing*	50	1	3
Introductory psychology	49	1	3
Introductory sociology	50	2	6
Microbiology*	49	Based on subject matter in clinical year training.	
Money & banking*	49	1	3
Principles of marketing	50	1	3
Spanish	55	0	12
	48	0	9
	45	0	6
Statistics*	51	1	3
Test & measurements*	49	1	3
Trigonometry	54	1	3
Western civilization	49	2	6
Western civilization I: Ancient Near East to 1648	50	1	3
Western civilization II: 1648 to present	48	1	3

\*Test discontinued. Scores still accepted.

(c) Forty-five (45) CLEP credits is the maximum that may be accepted in transfer.

(d) The institution awarding CLEP examination credit may, but need not, specify for what course(s) it is being awarded.

(7) College Board Advanced Placement Program (AP).

(a) Transfer of credit under terms of this rule is mandatory, provided that the institution awarding the credit did so on the basis of College Board AP scores of three (3), four (4), or five (5) on any of the examinations in the program, with no letter grades or grade points assigned.

(b) The institution awarding College Board AP credit may, but need not, specify course(s) for which credit is being awarded. The standard policies of the institution prohibiting credit for overlapping courses shall apply.

(c) College Board AP credit that duplicates CLEP credit shall not be awarded or accepted in transfer.

(8) International Baccalaureate (IB) Diploma Program. The award of credit based on scores achieved on IB Diploma program examinations and the transfer of such credit are mandatory under the provisions herein.

(a) Students who have not been awarded the IB Diploma shall be awarded six (6) semester credits in the subject areas of each IB higher level examination on which they scored five (5) points or above.

(b) Students who have been awarded the IB Diploma shall be awarded up to thirty (30) semester credits in the subject areas in which they scored four (4) or above on IB Diploma program examinations. The credits shall be awarded as follows:

1. Six (6) semester credits for each IB examination on which they scored five (5) or above.

2. Three (3) semester credits for each IB examination on which they scored four (4).

(c) For students who completed IB Diploma program examinations before April, 1993:

1. Three (3) semester credits shall be awarded in the subject areas of each IB higher level examination on which they scored four (4).

2. Six (6) semester credits shall be awarded in the subject areas of each IB higher level examination on which they scored five (5) or above.

3. One (1) semester credit shall be awarded in the subject areas of each IB subsidiary level examination on which they scored four (4).

4. Three (3) semester credits shall be awarded in the subject areas of each IB subsidiary level examination on which they scored five (5) or above.

(d) Courses for which credit is to be awarded shall be determined by the community college or university first admitting and enrolling the students and shall be specified on the students' transcripts.

(e) No grades or grade points shall be assigned.

(f) Standard policies of the institution prohibiting credit for overlapping courses shall apply. No credit shall be awarded or accepted in transfer that duplicates other credit being awarded or accepted in transfer.

(9) United States Armed Forces Institute (USAFI).

(a) Credit earned through correspondence courses sponsored by USAFI may, but need not, be included under standard policies of the institutions. The standard policies of the institution prohibiting credit for overlapping courses shall apply.

(b) Credit may be awarded for tests of General Education Development (GED) only when verified by CLEP scores prescribed in Rule 6A-10.024(5), FAC.

(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 above.

(d) The institution awarding credit on the work sponsored by USAFI may, but need not, specify the course for which credit is being awarded. The standard policies of the institution prohibiting credit for overlapping courses shall apply.

(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, College Board AP, or courses taken in the institution or received in transfer.

(10) Proficiency Examination Program (PEP). The transfer of credit awarded on the basis of scores achieved on examinations in the Proficiency Examination Program is protected by this rule only for examinations taken in the national administration program of PEP. Minimum scores for the award of credit are:

Section 6A-10.024 Articulation Between Universities, Community Colleges, and School Districts.

Tit6 Chp6A-10 Sec6A-10.024 6 6A-10 6A-10.024

Semester Hours of Credit		
Examination	Score	
Afro-American History	50(standard score)	3
Microbiology	50(standard score)	3
Physical Geology	50(standard score)	3
Statistics	50(standard score)	3

(11) Pre-professional course responsibility. Lower division programs in state universities and community colleges may offer introductory courses to enable students to explore the principal professional specializations available at the baccalaureate level. Such courses shall be adequate in content to count toward the baccalaureate for students continuing in such specialization. However, deciding major course requirements for a baccalaureate, including courses in the major taken in the lower division, shall be the responsibility of the state university awarding the degree.

(12) Limited access programs. Community college transfer students shall have the same opportunity to enroll in university limited access programs as native university students. University limited access program selection and enrollment criteria shall be established and published in catalogs, counseling manuals, and other appropriate publications. A list of limited access programs shall be filed annually with the Articulation Coordinating Committee.

(13) A state university may accept non-associate in arts degree credit in transfer based on its evaluation of the applicability of the courses to the student's program at the university.

(14) State universities and community colleges shall publish with precision and clarity in their official catalogs the admission, course, and prerequisite requirements of the institution, each unit of the institution, each program, and each specialization. Any applicable duration of requirements shall be specified. The university catalog in effect at the time of a student's initial collegiate enrollment shall govern upper division prerequisites, provided the student maintains continuous enrollment as defined in that catalog.

(15) Standard transcript. The Articulation Coordinating Committee shall maintain a standard format for universities and community colleges to record the performance and credits of students. Each such transcript shall include all courses in which a student enrolls each term, the status in each course at the end of each term, all grades and credits awarded, College-Level Academic Skills Test scores, and a statement explaining the grading policy of the institution. The Articulation Coordinating Committee shall collaborate with the Division of Public Schools in the development of a standard format on which district school systems shall record the performance and credits of students.

(16) By December 1, 1991, the Department and all public universities, community colleges, and school districts shall have implemented the electronic exchange of student transcripts and associated educational records, including acquisition of and access to test scores of students, using the Florida Information Resource Network and following the procedures in the Florida Automated System for Transferring Educational Records section in "DOE Information Data Base Requirements: Volume I — Automated Student Information System," which is incorporated by reference in Rule 6A-1.0014, FAC.

(17) When a student transfers among regionally accredited postsecondary institutions that participate in the common course designation and numbering system, the receiving institution shall award credit for courses satisfactorily completed at the previous participating 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 requirements in these institutions on the same basis as native students.

(18) All postsecondary courses offered for college credit, vocational credit, or college preparatory credit, as they are defined in Rule 6A-10.033, FAC., shall be entered in the common course designation and numbering system. Each course shall be assigned a single prefix and a single identifying number in the course numbering system.

Specific Authority 229.053(1), 240.115(1) FS.

Law Implemented 228.093(3)(d), 229.053(2)(c), 229.551(1)(f), 229.555(2), 229.814(5), 240.115, 240.116, 246.013 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, 6-28-83, 1-9-85, Formerly 6A-10.24, Amended 8-4-86, 5-18-88, 5-29-90, 7-30-91, 10-4-93, 5-3-94, 1-2-95.

## 1995 Florida Statutes

**Section 229.551, Florida Statutes, Educational management.—**

(1) The department is directed to identify all functions which under the provisions of this act contribute to, or comprise a part of, the state system of educational accountability and to establish within the department the necessary organizational structure, policies, and procedures for effectively coordinating such functions. Such policies and procedures shall clearly fix and delineate responsibilities for various aspects of the system and for overall coordination of the total system. The commissioner shall perform the following duties and functions:

- (a) Coordination of department plans for meeting educational needs and for improving the quality of education provided by the state system of public education;
- (b) Coordination of management information system development for all levels of education and for all divisions of the department, to include the development and utilization of cooperative education computing networks for the state system of public education;
- (c) Development of database definitions and all other items necessary for full implementation of a comprehensive management information system as required by s. 229.555;
- (d) Coordination of all planning functions for all levels and divisions within the department;
- (e) Coordination of all cost accounting and cost reporting activities for all levels of education, including public schools, vocational programs, community colleges, and institutions in the State University System;
- (f) Development and coordination of a common course designation and numbering system for community colleges and the State University System which will improve program planning, increase communication among community colleges and universities, and facilitate the transfer of students. The system shall not encourage or require course content prescription or standardization or uniform course testing, and the continuing maintenance of the system shall be accomplished by appropriate faculty committees. Also, the system shall be applied to all postsecondary and<sup>1</sup> certificate career education programs and courses offered in school districts and community colleges. *The Articulation Coordinating Committee shall:*

- 1. Identify the highest demand degree programs within the State University System.*
- 2. Conduct a study of courses offered by universities and accepted for credit toward a degree. The study shall identify courses designated as either general education or required as a prerequisite for a degree. The study shall also identify these courses as upper-division level or lower-division level.*
- 3. Appoint faculty committees representing both community college and university faculties to recommend a single level for each course included in the common course numbering and designation system. Any course designated as an upper-division level course must be characterized by a need for advanced academic preparation and skills that a student would be unlikely to achieve without significant prior coursework. Of the courses required for each baccalaureate degree, at least half of the credit hours required for the degree shall be achievable through courses designated as lower-division courses, except in degree programs approved by the Board of Regents pursuant to s. 240.209(5)(e). A course designated as lower-division may be offered by any community college. By January 1, 1996, the Articulation Coordinating Committee shall recommend to the State Board of Education the levels for the*



*courses. By January 1, 1996, the common course numbering and designation system shall include the courses at the recommended levels, and by fall semester of 1996, the registration process at each state university and community college shall include the courses at their designated levels and common course numbers.*

*4. Appoint faculty committees representing both community college and university faculties to recommend those courses identified to meet general education requirements within the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. By January 1, 1996, the Articulation Coordinating Committee shall recommend to the State Board of Education those courses identified to meet these general education requirements by their common course code number. By fall semester, 1996, all community colleges and state universities shall accept these general education courses.*

*5. Appoint faculty committees representing both community colleges and universities to recommend common prerequisite courses and identify course substitutions when common prerequisites cannot be established for degree programs across all institutions. Faculty work groups shall adopt a strategy for addressing significant differences in prerequisites, including course substitutions. The Board of Regents shall be notified by the Articulation Coordinating Committee when significant differences remain. By fall semester, 1996, common degree program prerequisites shall be offered and accepted by all state universities and community colleges, except in cases approved by the Board of Regents pursuant to s. 240.209(5)(f). The Board of Regents shall work with the State Board of Community Colleges on the development of a centralized database containing the list of courses and course substitutions that meet the prerequisite requirements for each baccalaureate degree program; and*

*(g) Development of common definitions necessary for managing a uniform coordinated system of career education for all levels of the state system of public education.*

*(2) It is the intent of the Legislature that the commissioner, as appropriate, draw upon the expertise and the staff of all appropriate departments and agencies of the state in assuring that the system of educational accountability is administered in the most effective and efficient manner possible.*

*(3) As a part of the system of educational accountability, the department shall:*

*(a) Develop minimum performance standards for various grades and subject areas, as required in ss. 229.565 and 229.57.*

*(b) Administer the statewide assessment testing program created by s. 229.57.*

*(c) Develop and administer an educational evaluation program, including the provisions of the Plan for Educational Assessment developed pursuant to s. 9, chapter 70-399, Laws of Florida, and adopted by the State Board of Education.*

*(d) Review the school advisory councils of each district as required by s. 229.58.*

*(e) Conduct the program evaluations required by s. 229.565.*

*(f) Maintain a listing of college-level communication and computation skills defined by the Articulation Coordinating Committee as being associated with successful student performance through the baccalaureate level and submit the same to the State Board of Education for approval.*

*(g) Maintain a listing of tests and other assessment procedures which measure and diagnose student achievement of college-level communication and computation skills and submit the same to the State Board of Education for approval.*

*(h) Maintain for the information of the State Board of Education and the Legislature a file of data compiled by the Articulation Coordinating Committee to reflect achievement of college-*

level communication and computation competencies by students in state universities and community colleges.

(i) Develop or contract for, and submit to the State Board of Education for approval, tests which measure and diagnose student achievement of college-level communication and computation skills. Any tests and related documents developed are exempt from the provisions of s. 119.07(1). This exemption is subject to the Open Government Sunset Review Act in accordance with<sup>3</sup> s. 119.14. The commissioner shall maintain statewide responsibility for the administration of such tests and may assign administrative responsibilities for the tests to any public university or community college. The state board, upon recommendation of the commissioner, is authorized to enter into contracts for such services beginning in one fiscal year and continuing into the next year which are paid from the appropriation for either or both fiscal years.

(j) Perform any other functions that may be involved in educational planning, research, and evaluation or that may be required by the commissioner, the State Board of Education, or law.

History.—

s. 8, ch. 68-13; s. 1, ch. 69-300; s. 13, ch. 72-221; s. 3, ch. 75-302; s. 2, ch. 76-223; s. 108, ch. 79-222; s. 2, ch. 81-193; s. 2, ch. 82-180; s. 3, ch. 83-325; s. 50, ch. 84-336; s. 40, ch. 85-80; s. 10, ch. 85-109; s. 1, ch. 86-225; s. 47, ch. 87-329; s. 1, ch. 88-18; s. 20, ch. 89-189; s. 57, ch. 89-381; s. 56, ch. 90-360; s. 10, ch. 91-283; s. 68, ch. 92-136; s. 1, ch. 95-243.

1 Note.—

The term "certificate career education" was substituted for the term "postsecondary adult vocational" by the editors pursuant to the directive of the Legislature in s. 16, ch. 94-232.

2 Note.—

The term "career education" was substituted for the term "vocational education" by the editors pursuant to the directive of the Legislature in s. 16, ch. 94-232.

3 Note.—

A. Repealed by s. 1, ch. 95-217.

B. Section 4, ch. 95-217, provides that "[n]otwithstanding any provision of law to the contrary, exemptions from chapter 119, Florida Statutes, or chapter 286, Florida Statutes, which are prescribed by law and are specifically made subject to the Open Government Sunset Review Act in accordance with section 119.14, Florida Statutes, are not subject to review under that act, and are not abrogated by the operation of that act, after October 1, 1995."



Executive Director  
Community College System  
Clark Maxwell, Jr.

# Florida State Board of Community Colleges

Division of Community Colleges  
1314 Florida Education Center  
Department of Education  
325 W. Gaines Street  
Tallahassee, Florida 32399-0400  
(904) 488-1721 SUNCOM 278-1721  
Fax (904) 488-9763

## APPENDIX D

Chairman  
George I. Platt, III  
Fort Lauderdale

Vice Chairman  
John M. Belohlavek  
Tampa

March 28, 1996

### MEMORANDUM

TO: Mr. Robert Bedford, Chairman  
Articulation Coordinating Committee

FROM: David S. Spence, Co-Chairman *DS*  
Thomas E. Furlong, Jr., Co-Chairman *TF*  
Oversight Committee on the Implementation of Senate Bill 2330

SUBJECT: Final Oversight Committee Report:  
Implementation of SB 2330

At the June 8, 1995 meeting, the Articulation Coordinating Committee approved the establishment of an Oversight Committee to coordinate the implementation of the "Time to Degree Bill," Senate Bill 2330. A methodology for the implementation of these requirements was established and approved by the ACC.

The project was divided into the following three parts:

- (1) Submitting updated General Education Requirements from each institution that do not exceed 36 credit hours;
- (2) Developing Common Prerequisites for each baccalaureate program; and
- (3) Designating 1700 courses with course leveling problems as upper division or lower division.

With only a few exceptions, this phase of the implementation process is now complete.

#### Board

C. Ronald Belton  
Jacksonville

Philip Benjamin  
St. Petersburg Beach

Frank T. Brogan  
Commissioner of Education

Patrick E. Byrne, II  
Niceville

Margarita R. Delgado  
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Marjorie Starnes  
Fort Myers

Wendell W. Williams  
Avon Park

Gary D. Wright  
Lauderhill

Affirmative Action/Equal Opportunity Employer

### General Education Requirements

All institutions now require 36 credit hours of general education courses in the awarding of either a Bachelor's or Associate in Arts degree. To carry out the directive from the ACC, faculty from community colleges and universities identified those courses that meet general education requirements within the subject areas of communication, mathematics, social sciences, humanities and natural sciences. Those were submitted and compiled in December and were subsequently approved by the Oversight Committee and the ACC at its December meeting.

### Common Prerequisites

Twenty-three academic discipline committees were created. They were composed of faculty and academic administrators from each of the universities which offers a given program and an equal number of community college representatives. Their charge was to develop common prerequisites for each university program within each discipline area.

Discipline committees met during September and October and began submitting their final common prerequisite recommendations in December. Later that month, the Oversight Committee began meeting to review and approve the work submitted by the twenty-three discipline committees.

To date, the Oversight Committee has received and approved common program prerequisites for 225 of the 231 State University System's baccalaureate programs. Six programs--Music Education, Art Education, Physical Education, Health Science Education, Agriculture Education, and Landscape Architecture are outstanding and in the process of being revised and resubmitted.

### Course Leveling

Faculty discipline committees were also given the responsibility of renumbering appropriate levels for certain courses within their individual programs. The process involved designating each course as either lower level or upper level. All common prerequisites were automatically given a lower level number, and in those cases in which a leveling decision could not be made, those courses were referred to the Statewide Course Numbering System (SCNS) for resolution. Additionally, a number of courses were designated as "exceptions," enabling them to be taught in the upper division of baccalaureate degree programs, as well as in associate in science degree programs. At this time, with the exceptions of Architecture and Construction, Area and Ethnic Studies, Criminal Justice, and some courses in Mass Communications, approximately 1700 courses have been leveled.

The Oversight Committee is prepared to recommend the following items to the ACC:

- 1) That the attached Statewide Prerequisite Counseling Manual become the official manual for sharing information related to common prerequisites. The Manual requirements will go into effect Fall, 1996, for new students and Fall, 1998, for current community college students.
- 2) General Education package approved in December. Any additions/deletions/revisions to the list of courses approved by the ACC should be submitted to the Statewide Course Numbering System office. Prior to January 1st of each year, the SCNS office will provide to the ACC the statewide list of general education courses for recommendation to the State Board of Education.
- 3) Common Program Prerequisites contained in the Manual. The Committee will have recommendations for the remaining six programs at the June ACC meeting. The Committee also recommends the following procedure for Common Prerequisite exceptions: The Board of Regents will submit all requests for exceptions to the common prerequisites to the ACC regardless of whether the program is 120 credit hours long or approved as an exception to the 120 hour length. The Oversight Committee will review the request for an exception to the prerequisites and forward a recommendation to the ACC. The ACC shall review the Oversight Committee recommendation and notify the BOR when differences to the established common prerequisites exist. The BOR shall approve or disapprove programs the ACC has identified as "unique," requiring different prerequisites.
- 4) Course Leveling/A.S. Courses. The Committee recommends the approximately 1700 courses leveled during the process. Remaining course concerns will be referred to SCNS for review, and they will be brought back to the ACC. The A.S. courses identified will continue to be offered at both levels during the SCNS review. There is pending 1996 legislation in this area. This approach will preserve the status quo as A.S. articulation agreements are currently in place. The overall issue of transferability of A.S. programs and courses will be studied by the Board of Regents and the State Board of Community Colleges during the coming year.

- 5) Excess Hours. The committee recommends that the following courses not count towards any future excess hour calculations:
- a) Foreign language introductory courses that related to the SUS entrance requirement of 2 years of sequential high school foreign language courses;
  - b) Military science courses that are not part of an institution's general education requirements; and
  - c) ENS courses (up to 12 hours).

This recommendation is to assure that these special courses do not eliminate the free electives available to students within the current 60/120 hour limits. The common prerequisites process was careful to allow for such free electives and, the committee does not want courses that relate to high school competencies (foreign languages) or special programs (ROTC) to negate those efforts.

- 6) The committee recommends that the BOR approve all program exceptions to the 120 credit hour length requirements. Upon approval, the list of courses comprising the program will be submitted to the ACC for review. The Oversight Committee will review the submissions in terms of course levels, common prerequisites, and possible exceptions to the 60 hour A.A. requirement in the discipline area.
- 7) Finally, changes will occur in programs and the manual over time. The committee recommends that the ACC establish a standing Oversight Committee to continue to work in these "time to degree" areas on behalf of the ACC in the future.

The final recommendation is a key to maintaining the remarkable progress we feel has been made this year. The provosts and presidents on the committee were working, involved members. We would like to see the standing committee continue with representatives at the same level as those who participated so effectively this year. We are also attaching a set of the faculty discipline committee reports. Despite time constraints, the groups were active and very helpful partners in the work of our committee. A key to maintaining this articulation process is the strengthened presence of the SCNS office and the meeting of the SCNS faculty discipline committees to review the course number issues identified during our work.

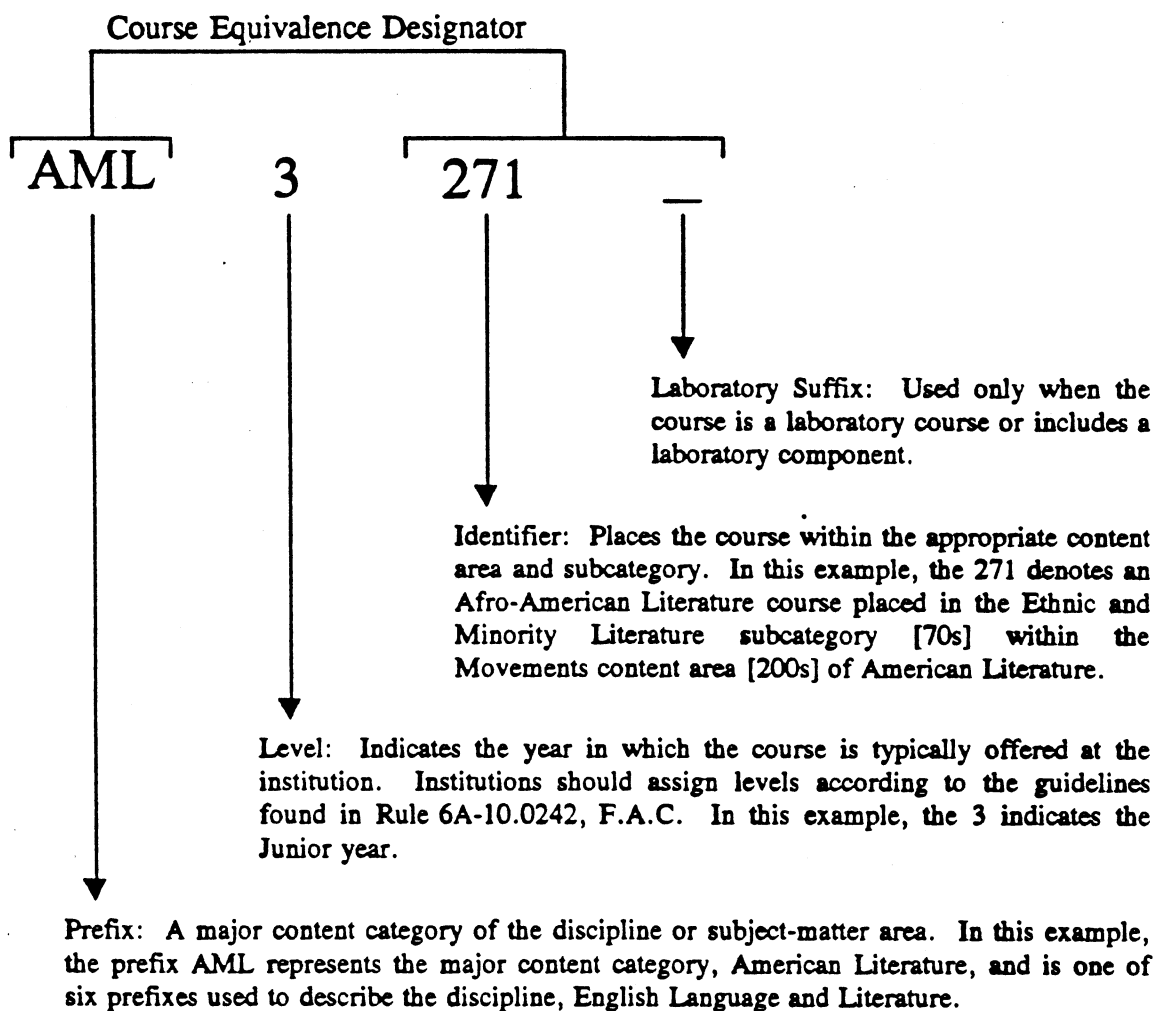
Thank you for the opportunity to assist the ACC in this important way.

TF/gs

Enclosures

c: Dr. Charles Reed  
Mr. Clark Maxwell  
Commissioner Frank Brogan

### SCNS Course Designation and Classification For a Course in American Literature



Source: Office of the Auditor General review of SCNS documents and Inventory Report for English Language and Literature.  
 Edited by the Postsecondary Education Planning Commission.

## APPENDIX F

ABM04204

FLORIDA DEPARTMENT OF EDUCATION  
STATEWIDE COURSE NUMBERING SYSTEM  
DISPLAY PROFILE

DATE 06/28/1996

TIME 16:06:22

COURSE IN RESERVE STATUS? N

DISCIPLINE CODE: 163 ENGLISH LANGUAGE AND LITERATURE

PREFIX: ENC ENGLISH COMPOSITION

COURSE: 101 FRESHMAN COMPOSITION SKILLS I

DATE ENTERED: 04/09/1990

DATE CHANGED: / /

PREREQUISITES:

SATISFACTORY PERFORMANCE ON THE TSWE OR ACT

INTENDED STUDENTS:

UNDERGRADUATE STUDENTS

LEVEL:

TRANSFER INFORMATION:

GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

SCNS STAFF: MCCALL

DEPRESS 'PF1' TO DISPLAY DESCRIPTION; DEPRESS 'PF9' TO BROWSE PROFILES

DEPRESS 'ENTER' TO EXECUTE; 'PF10' TO RETURN TO MENU

DC900063 PLEASE, ENTER NEW KEY FIELD(S) FOR ADDITIONAL DISPLAY

4..

--PC LINE 5 COL 19



ABM04208

FLORIDA DEPARTMENT OF EDUCATION  
STATEWIDE COURSE NUMBERING SYSTEM  
DISPLAY PROFILE DESCRIPTION

DATE 06/28/1996  
TIME 16:06:32

DISC. 163 PREFIX ENC NUMBER 101 LAB  
TITLE: FRESHMAN COMPOSITION SKILLS I

DESCRIPTORS:

1. THE PROCESS OF WRITING
2. GRAMMAR MECHANICS
3. ANALYSIS OF SAMPLE ESSAYS
4. DESCRITPION
5. NARRATION
6. EXPOSITION
7. ARGUMENTATION

\*

REQUIREMENTS:

1. DEVELOPING THESES
2. DEVELOPING COMPLETE AND LOGICAL OUTLINES
3. WRITING ESSAYS THAT INCLUDE INTRODUCTIONS,  
CLEAR PARAGRAPHS, LOGICAL AND COMPLETE TRANSI-  
TIONS, AND APPROPRIATE CONCLUSIONS
4. DEVELOPING FACILITY WITH THE ENGLISH GRAMMAR,

DEPRESS 'PF2' MOD PROFILE; 'PF4' DISP PROFILE; 'PF7' BACKWARD; 'PF8' FORWARD

PAGE: 1 DEPRESS 'ENTER' TO EXECUTE; 'PF10' TO RETURN TO MENU

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FLORIDA DEPARTMENT OF EDUCATION  
STATEWIDE COURSE NUMBERING SYSTEM  
DISPLAY COURSE

DATE 06/28/1996  
TIME 16:06:52

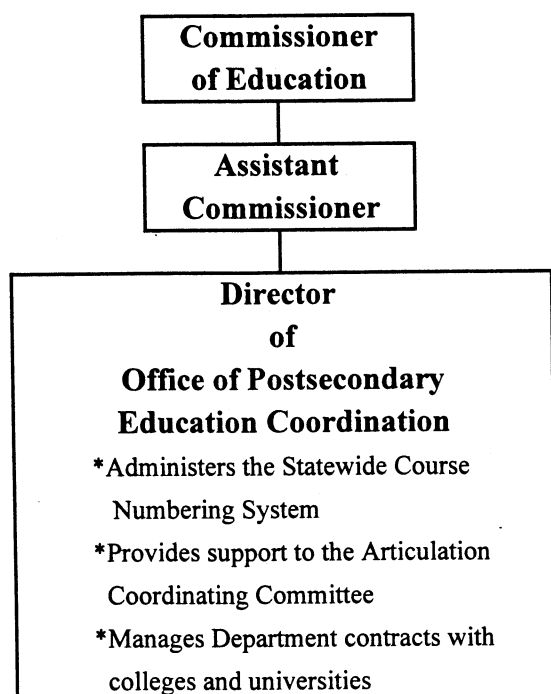
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DISCIPLINE CODE: 163 ENGLISH LANGUAGE AND LITERATURE  
PREFIX: ENC ENGLISH COMPOSITION  
LEVEL: 1 COURSE NUMBER: 101 LAB INDICATOR: RECORD NUMBER: 01  
CENTURY FRESHMAN COMPOSITION DECADE FRESHMAN COMPOSITION SKILLS  
SCNS TITLE: FRESHMAN COMPOSITION SKILLS I  
INST TITLE: COMMUNICATIONS I  
CREDITS: 3.0 TYPE OF CREDIT: C COLLEGE DUAL ENROLLMENT: Y  
DATE ADDED: 04/15/1981 CHANGED DATE 10/15/1993 CLOCK HRS: HONOR CRSE: N  
DATE EFFECTIVE: 08/01/1981 GORDON RULE: Y GORDON WORDS: 6000  
TERMINATION DATE: / / CROSS REFERENCE:  
TRANSFERABILITY: A GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.  
EQUIVALENCY:  
CIP CODE(S):  
SEQUENCE:  
COMMENTS: INST COURSE DESCRIP REV EFF 1/94

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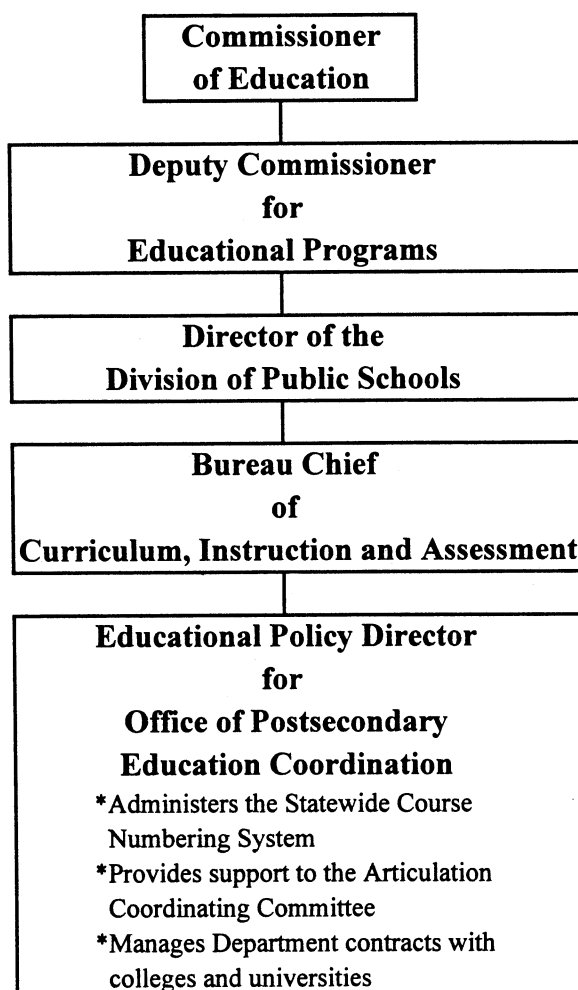
--PC LINE 4 COL 19

**Department of Education  
Office of Postsecondary Education Coordination  
Organization Charts**

1994



1996





**THE FLORIDA SENATE**  
**COMMITTEE ON WAYS AND MEANS**

201 The Capitol  
Tallahassee, Florida 32399-1100  
(904) 487-5140

Mario Diaz-Balart, *Chairman*  
Kenneth C. Jenne II, *Vice Chairman*  
John Andrew Smith, *Staff Director*

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**FLORIDA BOARD OF REGENTS  
STATE UNIVERSITY SYSTEM  
OFFICE OF THE CHANCELLOR**

October 3, 1996

MEMORANDUM

TO: Robert Bedford, Dr. Robert Bradley, David Coburn, Bill Lindner, Clark Maxwell, and Dr. Charles Reed

FROM: John Andrew Smith *JAS*

SUBJECT: Meeting of September 30, 1996

The following points are my understanding of the agreements reached Monday, September 30, 1996, in the Executive Directors Board (EDB) meeting. If these are not correct or need to be clarified, please let me know.

I. Establishment of a technical committee:

A.) A committee composed of people with a technical background in computer systems for advising and degree tracking, coordinated through the Chairman of the Florida Institute on Public Postsecondary Distance Learning, will be appointed and will meet before October 11, 1996 to address the specific issues outlined below.

B.) The technical committee will be composed of the following:

Representatives from the University of Florida, Santa Fe Community College and Broward Community College; Florida State University and Tallahassee Community College; the University of Central Florida and Valencia Community College; Miami-Dade Community College; two people appointed by the Department of Education; two people representing the Department of Management Services; two people from the BOR staff; and two people from the Division of Community Colleges staff.

**II. The initial tasks of the technical committee are as follows:**

**A) Identify the uniform standards necessary to implement a statewide comprehensive system;**

**B) The first two areas of concentration will be academic advising and degree tracking. Academic advising includes: an automated state-wide application for admission; a student registration and advising procedure to be used by both regular and distance learning students; fee information to reflect the courses registered for; grades; and transcripts.**

**C) Using Internet technology and a combination of approaches already developed and successfully working, implement a single pilot project within 90 days,(see deadlines below);**

**D) Complete the pilot project to include all other necessary activities, again using approaches already developed and being successfully used; (i.e., financial aid)**

**III. The following deadlines were established:**

**A) by October 11, 1996, the first meeting of the technical group will be held;**

**B) by October 31, 1996, the standards will be established, agreed to and a brief status report will be submitted to the Executive Directors Board;**

**C) by October 31, 1996, the technical committee will submit to the Executive Directors Board a budget identifying the costs associated with the immediate implementation problems (i.e., DB2 programming);**

**D) the budget request from the Executive Directors Board for the 1997-98 fiscal year will be submitted before Nov. 20, 1996, for possible inclusion in the Governor's Proposed Budget;**

**E) by December 31, 1996, a single on-line pilot project will be fully implemented.**

- IV. If the technical committee identifies a problem which it is not able to resolve, the problem and alternatives will be immediately presented to the Executive Directors Board and quickly resolved and the Executive Directors Board's decision will be implemented.

cc: President T.K. Wetherell, Chair, Institute on Public Postsecondary Distance Learning  
Members, Florida Distance Learning Network Board of Directors



# Florida State Board of Community Colleges

Division of Community Colleges  
1314 Turlington Building  
Department of Education  
325 W. Gaines Street  
Tallahassee, Florida 32399-0400  
(904) 488-1721 SUNCOM 278-1721  
Fax (904) 488-9763

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Fort Lauderdale

Vice Chairman  
John M. Belohlavek  
Tampa

Clark Maxwell, Jr.  
Executive Director  
Community College System

October 2, 1996

## MEMORANDUM

TO: Dr. Willis Holcombe, Broward Community College  
Dr. Eduardo J. Padron, Miami-Dade Community College  
Dr. Lawrence W. Tyree, Santa Fe Community College  
Dr. T.K. Wetherell, Tallahassee Community College  
Dr. Paul Gianini, Valencia Community College  
Dr. Talbot D'Alemberte, Florida State University  
Dr. John C. Hitt, University of Central Florida  
Dr. John V. Lombardi, University of Florida  
Secretary Bill Lindner, Department of Management Services

FROM: Dr. T.K. Wetherell, Chair *T. K. Wetherell* (hp)  
Institute on Public Postsecondary Distance Learning

SUBJECT: Institute Committee on Student Advising System

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HEALTH AFFAIRS  
State University System

At the request of the Governor's Office, Senate Ways & Means Committee, and House Appropriations Committee, with the concurrence of Dr. Reed and Mr. Maxwell, the Institute has been asked to convene a special task force to finalize the standards and develop a prototype for Florida's computer assisted, automated student advising system which can be assessed by both campus-based learners and remote learners. Additionally, the prototype shall include a financial aid advisement and audit application. Your institution has been asked to participate on this task force.

Specific expectations of the task force are:

- a. Identify the system's standards
- b. Develop a system prototype (participant pilot study)
- c. Prepare a budget for replication of the prototype system wide

This meeting will be held on Tuesday, October 8, 1996, from 10:30 a.m. to 3:00 p.m. in Room 503 FEC. If you cannot attend please send a designee.

TKW/dpj

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